DOCUMENT RESUME

ED 173 928	EA 011 936

AUTHOR	Klausmeier, Herbert J.
TITLE	Profiles of Selected Innovating Secondary Schools. Working Paper No. 259.
INSTITUTION	Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Apr 79
GRANT	G-78-0217
NOTE	147p.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Educational Alternatives; *Educational Innovation; *Program Descriptions; Secondary Education
IDENTIFIERS	*Wisconsin

ABSTRACT

In this paper, principals and other persons of innovating middle schools, junior high schools, and senior high schools associated with the Wisconsin Research and Development Center for Individualized Schooling describe the most interesting features of their schools and respond to a features checklist. They provide the names of contact persons in their schools and list materials explaining their programs' activities. The profiles were gathered and published as part of the activities of the Wisconsin Project on the Renewal and Improvement of Secondary Education. The background of the Wisconsin Project is provided. Included are comprehensive objectives that may be employed by a school to guide its own renewal and improvement efforts. These objectives were used in developing the items of the checklist and were completed by each school. (Author)

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Profiles of Selected Innovating Secondary Schools

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EA 011 936

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Madison, Wisconsin

April 1979

Working Paper No. 259

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*Alternates

Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1979

A voluntary Network consisting of the IGE middle, junior, and senior high schools associated with the Wisconsin Research and Development Center for Individualized Schooling was formed in 1971-1972. The Network was expanded in 1977. It now includes other schools that also have developed innovative ways to meet societal demands and to provide for differences among students in rate of learning, learning styles, interests, career goals, and other characteristics.

NETWORK GOALS

- Establish a community of innovating practitioners and scholars who are committed to the continuous advancement and renewal of middle, junior, and senior high education.
- Enable members to share information about their programs, activities, roles, and problems.
- Provide for meaningful communication among researchers, developers, and practitioners.
- Enable practitioners to identify modifications and refinements to be made in the programs, roles, and relationships in their local schools.

NETWORK ACTIVITIES

- An invitational conference directed toward the advancement and renewal of secondary education is held annually in Madison. The principal and a teacher of the member school are invited. Participants to the annual Conference pay their own expenses.
- A small registration fee is charged to take care of refreshments. No dues are charged members.
- A booklet, Profiles of Selected Innovating Secondary Schools, is prepared and distributed annually by the R & D Center Project personnel. The principal of each school included in Profiles responds to an information sheet each year. The information is duplicated and included as the school's profile that is included in the booklet.
- Selected publications of the Wisconsin R & D Center are distributed periodically to the Network members by the R & D Center.
- Starting at the 1979 Conference, half-day staff development workshops will be conducted for interested principals and professors by the R & D Center personnel.
- Other activities identified by Network members may be started at any time.

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MISSION STATEMENT

The mission of the Wisconsin Research and Development Center is to improve the quality of education by addressing the full range of issues and problems related to individualized schooling. Teaching, learning, and the problems of individualization are given concurrent attention in the Center's efforts to discover processes and develop strategies and materials for use in the schools. The Center pursues its mission by

- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

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CENTER FOR INDIVIDUALIZED SCHOOLING

Published by the Wisconsin Research and Development Center for Individualized Schooling. The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Grant No. OB-NIE-G-78-0217

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Abstract

Principals and other persons of innovating middle schools, junior high schools, and senior high schools associated with the Wisconsin Research and Development Center for Individualized Schooling described the most interesting features of their schools and responded to a features checklist. They provided the names of contact persons in their schools and listed materials explaining their programs' activities. The profiles were gathered and published as part of the activities of the Wisconsin Project on the Renewal and Improvement of Secondary Education. The background of the Wisconsin Project for the Renewal and Improvement of Secondary Education is provided. Included are comprehensive objectives that may be employed by a school to guide its renewal and improvement efforts. These objectives were used in developing the items of the checklist that was completed by each school.

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Preface

All of us who have been participating in recent years in the reform and renewal of secondary education are aware of the many satisfactions that accrue to everyone as boys and girls learn more effectively and live more happily. We also recognize the many obstacles and obstructions that continue to emerge, and the difficult conditions that demand hard work, commitment, and an unswerving faith in the positive influence of high quality education in the lives of individual students. It is in this spirit that the profiles in this publication are presented as a tribute to the faculties of the schools that provided the information. This publication is intended to enable them to share some of their mutual interests and experiences with one another and also to encourage other schools to initiate communications with them.

One page of the profile information for each school is a Checklist. The items checked by each school give only the briefest indication of what is transpiring in the school. For example, to personalize schooling, some have created smaller schools within the larger school. Others have formed academic teams of teachers who are responsible for a considerable amount of the daily instruction of 75 to 120 students.

To promote shared decision making among the persons who carry out the decisions, committees and councils have been established that represent the decision-makers: administrators, teachers, counselors, students, and others. High morale among the faculty is prevalent.

Teacher-advisor programs are a prominent feature of many of the Profile schools. So also are curricular arrangements that enable total educational programs to be planned that meet the educational needs of each student.

Long-range educational goals and developmental instructional objectives are being formulated. Related instruction is being carried out in such a way that students, teachers, and parents with a humanistic view of education are not thwarted by piecemeal approaches to learning and teaching.

Many of the Profile schools are establishing desired minimal competencies in the essential skills areas. Their students are expected to attain these minimal competencies in order to advance from one grade and one school level to the next. At the same time, the most able students are being challenged with accelerated studies and those with learning disabilities or other handicapping conditions are also receiving special consideration.

Some of the Profile schools are embarking upon an annual systematic self-evaluation of their school's total educational program. Although not always sophisticated in design, this kind of self-evaluation is yielding the knowledge that is essential for improving learning and teaching in the school and, more broadly, for a self-renewing form of schooling.

Career education has replaced the earlier, more restrictive concept of vocational education and the three-track system has been abandoned. Career education is being broadly interpreted to include preparation for all careers, including those where problem solving is regarded as part of the career.

Increasingly, parents are taking part in the educative process. In some Profile schools as many as 85 percent of the parents meet twice per year with their child and the child's teacher/advisor. Contrary to a prevalent stereotype, these adolescents seem to enjoy having their parents come to the school and share decisions with them about their educational and career plans.

Systematic staff development and cooperative problem solving are taking on increasing importance in the Profile schools as a means of improving learning and teaching. In some schools arrangements have been made for teaching teams to meet daily for one or two periods. District officials are providing funds for some of the teachers to work on Saturdays. Using part of the summer to refine curricular materials and to generate more effective instructional strategies is also an important feature of some of the schools.

You will not be able to infer the exact practices, such as those just described, by examining the school's Checklist page. However, more information is given on the first page of the school's profile. The Most Interesting Features section indicates what the school thinks others might want to learn about. Materials describing various aspects of the school's program are noted. Perhaps most important, contact persons are listed. They welcome calls and letters of inquiry and are ready to share ideas about their practices. Many Profile schools are receiving observers who wish to see and experience the practices first hand, as well as to talk or read about them.

Certainly there are other outstanding innovating schools that might have been included in this publication. A revised edition of Profiles is planned for each year and your recommendations for additional schools for the 1980 edition are welcome.

The first section of Profiles is for middle schools and junior high schools; the other is for senior high schools. This should make it easier for you to find out what other schools like yours are doing. I find the profile of each school unique and interesting.

In closing, I want to thank the many persons who participated in making this edition possible, including those who supplied the information; members of the Center's Secondary School Network Advisory Committee and of Professor Lipham's project who reviewed several drafts of the Checklist before it was sent to the schools; Louise Middendorf, project assistant, who assured that each school invited to provide information had the opportunity to do so; the staff of the administrative and support sections of the Wisconsin R & D Center who made the production and distribution possible; Barry Teicher, project associate, who took the pictures that appear in this publication; and the students and faculty of the following schools who granted permission for use of their photographs: Byers Junior High School, Denver, Colorado; Cedarburg High School, Cedarburg, Wisconsin; Hood River Valley High School, Hood River, Oregon; Irvine High School, Irvine, California; Steuben Middle School,

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Milwaukee, Wisconsin; Washington High School, Milwaukee, Wisconsin; and Webster Transitional School, Cedarburg, Wisconsin.

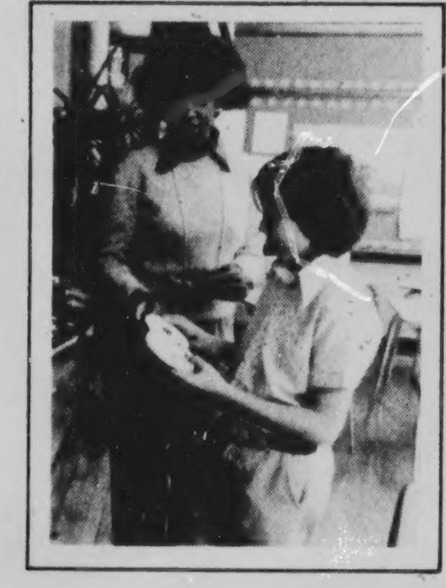
Special recognition and appreciation are due John Daresh, project associate, who coordinated all aspects of securing the information and having it prepared for publication. His careful reading of all the information that was supplied by the schools and, in some cases, having it retyped for reasons of consistency, required many hours of effort and resulted in improved readability.

I am especially appreciative of the assistance of my administrative secretary, Arlene Knudsen, who keeps the many elements of my varied writing activities and professional responsibilities so well organized.

Herbert J Klausmeier

April 1979

Herbert J. Klausmeier



The Wisconsin Program for the Renewal and Improvement of Secondary Education

Similar to other efforts directed toward educational reform and renewal, this program has a background which must be understood in order to place the 1979 Profiles in proper context. A unique feature is that it is a large-scale continuing effort that has been funded mainly by the federal government.

During the period 1965-68, while serving first as codirector for research and later as director of the Wisconsin Research and Development Center for Individualized Schooling (then Cognitive Learning), I started a project directed toward educational renewal and improvement with a few elementary schools, two junior high schools, and two senior high schools of four Wisconsin school districts (Klausmeier, Goodwin, Prasch, & Goodson, 1966; Klausmeier, Morrow, & Walter, 1968). This was a cooperative problem-solving effort with the schools. Our efforts were not guided by any particular theory of learning, instruction, human development, administration, or planned change. Rather, project personnel and I met with the interested school people, analyzed their situations and identified the conditions that we thought held most promise for improving learning and teaching, worked out strategies for making the changes, the school personnel put them into effect, and members of the project staff assisted them in carrying out the changes and in evaluating the results. To accomplish and evaluate the changes, many staff development activities were carried out in the local schools during the school year and during two consecutive summer sessions on the Madison campus of the University of Wisconsin.

In 1968 I had a film produced, called Individually Guided Education for All Children, depicting this emerging form of schooling. Other materials for use in implementing IGE were also prepared. The Department of Public Instruction of Wisconsin assumed responsibility for aiding local elementary schools of Wisconsin implement IGE, starting in 1968 and continuing through 1975.

Substantial changes in federal policies regarding educational research and development came after the passage of the Elementary/Secondary Education Act of 1965. In response to the changed policies, the Wisconsin R & D Center, funded by the U. S. Office of Education, focused nearly all of its research, development, and diffusion activities at the elementary school level during the period 1968-1972. Unfortunately, it became impossible to continue the cooperative efforts with the two junior high schools and two senior high schools.

During the period 1968-1977, the diffusion of elementary IGE proceeded very rapidly throughout the nation with funding from federal agencies and The Sears-Roebuck Foundation (Klausmeier, 1972; Klausmeier, 1977). From 1972 to 1977, two successive small-scale projects were started at the secondary level but neither was continued permanently. However, an Associated Network of IGE Secondary Schools was formed in 1972-1973 that continued thereafter.

The National Institute of Education was started in 1972 and became the primary funding agency of the Wisconsin R & D Center in 1972. In 1977 NIE officials expressed interest in research related to secondary schooling, and the present research and development effort dealing with the renewal and improvement of secondary education was begun. In accordance with NIE priorities, the initial effort was directed primarily toward the improvement of teaching and learning in mathematics, reading, and writing. We added other areas later so that a school's total educational program might be considered.

During 1978-1979, several lines of activity were pursued. Cooperative research was started with two middle schools, a junior high school, and two senior high schools and the Network of Associated Secondary Schools was revived and expanded. Theory concerning individualized schooling and adapting instruction to meet individual student's needs and the demands of society and also knowledge from research were synthesized. The needs for print and audiovisual materials to disseminate the knowledge to practitioners and college students were identified. The development of the materials started immediately thereafter. Strategies to enable practitioners to utilize the information in their local reform and renewal efforts were outlined and testing of the strategies began in 1979.

As part of the preceding synthesis of theory and research findings, comprehensive objectives to be considered by local schools in their renewal and improvement efforts were outlined as were also more detailed enabling objectives (Klausmeier, 1977). Principals of innovating schools attending the First Annual Conference on the Reform and Renewal of Secondary Education responded to a scale dealing with the desirability of working toward achievement of the objectives. Later, teachers and counselors of selected middle schools responded to a revised statement of the objectives (Klausmeier, T., 1978). Subsequently, teachers and counselors of senior high schools did also (Maier, 1979). The large majority of principals and teachers indicated that carrying out the objectives would result either in great improvement of education or in some improvement. Information continues to be gathered regarding the objectives, and changes are made in both the comprehensive and enabling objectives based on the new information.

The 1979 comprehensive objectives and a brief explanatory statement regarding each of them follow. These objectives do not imply the aims or goals that a school should seek for its students. Rather, they indicate strategies and directions that may be pursued in a continuous self-renewal effort. You will observe that each comprehensive objective consists of a number of statements related to each of ten interrelated elements, or components, of a functioning secondary school: administrative arrangements, organization for instruction and advisory arrangements, instructional programming for the individual student, curricular arrangements, evaluation, student decision-making arrangements, home-school-community relations, community learning experiences and work experiences, internal and external support arrangements, and continuing research and development.

COMPREHENSIVE OBJECTIVE 1. ADMINISTRATIVE ARRANGEMENTS

Decision-making groups are formed that include district committees and councils and also building committees and councils. The primary purpose of these groups is to facilitate shared decision-making among persons, mainly among the administrators, counselors, and teachers who are responsible for carrying out the decisions. The membership of the committees and councils includes representatives of these groups. At the district level, one basic decision-making committee, sometimes called a Systemwide Program Committee or Council (SPC), deals with matters related to curriculum, instruction, and student advisement at the district level. At the building level, one basic decision-making committee, sometimes called the Instructional Improvement Committee (IIC), deals with matters related to curriculum, instruction, and student advisement at the building level. Two or more administrators of a building form an administrative team. Large schools may establish schools within the school and have two or more Instructional Improvement Committees, each headed by the principal, an assistant principal, or some other person from the administrative staff.

Why should decision-making committees that include representative teachers and counselors be formed? Mainly to enable teachers and counselors to have a voice in formulating the policies and programs that they are responsible for carrying out. The primary areas of decision making are the curriculum, instruction including its evaluation aspects, and the advisement of students. Teachers in schools that still track students, carry out undifferentiated group instruction, have inadequate curricular arrangements, and the like should share in making the decisions about possible changes. In schools where changes have already occurred, they should continue to share decision making with principals and counselors for continuously evaluating and improving their current practices.

COMPREHENSIVE OBJECTIVE 2. ORGANIZATION FOR INSTRUCTION AND ADVISORY ARRANGEMENTS

Instruction and Advisory Units are formed consisting of 50-200 students and a cooperative team of two to five teachers, usually in the required curricular areas or courses. Each academic team is responsible for carrying out instruction in the academic subjects for the students of their unit and also for advising part or all of the students of their unit regarding educational and other matters. Each academic Instruction and Advisory Unit has a leader who is a teacher. The number of academic Instruction and Advisory Units in the school and the number of students and staff within each Unit varies according to the level of schooling, the size of the school, and other local conditions. Other teams are formed that include the other teachers of the school. These teachers offer instruction in the other subject fields and also serve as advisors to students.

This arrangement whereby a smaller number of students and teachers are together for a considerable part of the daily instruction of the students makes it possible to personalize and humanize the educational process. A two-teacher team typically has all the students for two class periods. A four-person team may have their students for four or five class periods of an eight-period day. A team of teachers having the same students for a considerable period of time permits much flexibility in using time, materials, and space to arrange the best possible instruction for the students. When each teacher of the team also serves as an advisor to part of the students, the teacher-advisor is aware of the progress and problems that the advisees are experiencing in the classes of all the team members. Furthermore, close and continuing contact is established with the parents of the advisee.

There are many ways of organizing two or more teachers and a group of 50 to 200 students. As a general rule, the higher the grade of school and the fewer the required subjects at that grade, the more difficult it is to form an interdisciplinary team of teachers that offer the instruction for a particular group of students.

The organizations for instruction and advisement have more similarity in middle schools than in senior high schools, but even among and within middle schools the arrangements vary considerably. For example, in some schools the I & A unit includes the students of Grades 6, 7, 8; in others only two grades; and in still others only one grade. Single-grade and two-grade groupings are common within the same school. The number of teachers of the team ranges from two to five.

In the senior high school, the teams that have the students for more than one class period are usually the teachers of the academic subjects. However, other teams may teach all the subject matter of a particular career specialty to the group of students pursuing the specialty. Career specialties include fields such as medical and dental, data processing, and second languages. Still other teams are formed to teach most of the subject matter to a group of students who are identified as potential dropouts.

COMPREHENSIVE OBJECTIVE 3. INSTRUCTIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT

This objective has three facets. First, at least once per semester a total educational program consisting of all the course work and other activities is planned by each individual student and the student's teacher/advisor that both meets the needs of the individual student and also contributes to meeting school and state requirements. Second, instruction is provided in each curricular area and course that meets the educational needs and other characteristics of each student enrolled in the course. This instruction is based on clearly stated, developmental objectives. Some of the objectives are stated for short time periods, such as a unit of instruction. Others are stated in more general terms as terminal objectives for a semester course or a series of courses. Some are stated in even more general terms as continuing objectives for a level of schooling, such as middle school, or for the entire period of schooling, Kindergarten through Grade 12. Third, how well each individual student and also groups of students, such as all of those of a grade or an I & A unit, achieve desired outcomes during the current year is ascertained. Based upon this evaluation, goals are set for individual students and for groups of students to attain *the same level, or a higher level, for the following year. The I & A unit, the IIC, and the SPC, each at its appropriate level, share decision making regarding instructional programming for the individual student.*

Individually Guided Education was started during the 1960's as an alternative not only to age-graded, undifferentiated group instruction but also to classical individualized instruction. IGE indicates that students need individual educational programs as indicated in this comprehensive objective; however, they cannot attain all of their important educational objectives only through engaging in individual activities, including independent study.

Classical individualized instruction and linear programmed instructional material as a kind of individualized instruction call for all students to proceed through sequenced lessons and exercises using only individual study and activities at a rate suitable to the student. The main objective of classical individualized instruction is to get all students as quickly as possible through the same subject matter and to take each student as far as possible in the particular subject matter. Teachers should, of course, arrange their instruction to take into account the different rates at which the students acquire the particular subject matter, but this assuredly cannot be accomplished by all students in all curricular areas with only individual activity.

COMPREHENSIVE OBJECTIVE 4. CURRICULAR ARRANGEMENTS

A curriculum is arranged that is sufficiently comprehensive and flexible so that each student, with the guidance of the students' teacher/

advisor and parents, may take a total program of courses and other activities that is suited to the individual student's educational needs and other characteristics, and that also meets school, district, and state requirements. At the high school level, the curricular offerings include work experience in the community and other community learning experiences. To eliminate tracking at the high school level, courses are organized into clusters related to many different career fields and within such clusters students may prepare for job entry upon high school graduation, technical education upon graduation, or higher education in a college or university. Typical curricular patterns are modified as necessary to meet the needs of gifted and talented students, students with learning disabilities, and others with handicapping conditions of any kind. The I & A Units, IIC, and SPC, each at its appropriate level, share decision making regarding the curriculum.

Until recently the American approach to curriculum development has been to add more courses and more extracurricular activities in order to meet more of the perceived interests, needs, and other characteristics of students. Adding courses and curricular activities is accompanied with bigger facilities, increasingly expensive equipment, and also larger enrollments. To complete the impersonalization process, students are assigned to one of three tracks by guidance counselors and then to particular courses of the tracks by the counselors aided by the computer or by an assistant principal who is responsible for the master schedule. We now face not only the dilemma of using and maintaining the facilities and equipment but also responding to the ever-increasing federal and state demands and regulations related to career education, minority students, equity in physical education, handicapped students, Title I students, bilingual students, the gifted, and many others.

As implied by instructional programming for the individual student, personalizing the educative process requires organizing smaller schools within the larger school and also groups of teachers and students into I & A units or similar arrangements. It may also be necessary to reduce the vast number of highly specialized courses.

COMPREHENSIVE OBJECTIVE 5. COMMUNITY LEARNING EXPERIENCES AND WORK EXPERIENCES

A program of community learning activities and work experiences directly related to the characteristics of the school population and the community is planned, implemented, and evaluated at district, school, and teacher-student levels. This is increasingly important at successively higher levels--middle school, junior high, senior high school. In the senior high school, work experience for credit but without pay is arranged as part of the total educational program of any student desiring it. Work experience for credit but without pay or with pay is arranged as an integral part of the educational program of any student preparing for job entry upon graduating from high school.

Both the Protestant work ethic and the work-leisure dichotomy are not so strong today as they were a few decades ago. However, this in no way lessens the need for an effective program of career awareness, exploration, and preparation. For today, as decades ago, being a socially-responsible, adult citizen and experiencing a feeling of independence and worth depend upon achieving economic independence and engaging in satisfying work and interesting activities when not at work.

It is clear now that the three-track system of secondary education that includes a vocational track is not meeting the needs of the individual student or of society regarding career preparation. All students during their high school years require opportunities to observe persons at work in the community and to discuss work and careers with them. Every student who will enter the job market upon high school graduation should have work experience as part of the total program of high school education.

In addition to the experiences related to career education, most of our local communities have many other potential opportunities for educative experiences. Furthermore, many students have access to our entire nation as well as to foreign countries as a source of community learning activities.

COMPREHENSIVE OBJECTIVE 6. EVALUATION

Students' progress toward attaining the objectives of the units, classes, or courses in which they are enrolled, each student's total educational program, and the school's total educational program are monitored and improved through systematic evaluation. Each teacher on a daily and weekly basis uses appropriate evaluation techniques to ascertain each student's progress toward achieving unit or course objectives. At least once per semester each student's total educational program of *course work and other activities is evaluated to ascertain how effectively it meets the student's educational needs and other characteristics. Prior to or at the beginning of each school year goals are set for individual students, various groups of students, and for the various curricular areas; evaluation directed toward ascertaining goal achievement is carried out annually.*

Omitted from many attempts for improving education, including multi-billion dollar programs of the federal government and multi-million dollar state programs, are provisions for the evaluation of the programs. The same is true for self-evaluation of local improvement projects. This is probably not an oversight but a recognition of the difficulties involved. The primary difficulty that a school experiences in carrying out its own self-evaluation is not that our evaluation designs and evaluation strategies are weak, which they are. The more difficult, and in some cases unresolvable, problem is to establish relationships among teachers, principals, district officials, and the school board so that the privacy of the individual student and the rights of the individual teacher are protected. Despite the difficulties in the attainment of this objective, it appears to be essential if a school is to move forward in its renewal efforts rather than to be forced by a school board or some other group or agency to retrench or even to regress to an earlier pattern.

COMPREHENSIVE OBJECTIVE 7. STUDENT DECISION-MAKING ARRANGEMENTS

Students progressively assume more responsibility for working independently with a lesser amount of adult direction and control. They also *assume more responsibility for making decisions about their course objectives and activities, their complete educational programs, and their career preparation, including community learning activites and work experiences. As part of the total school governance arrangements, they participate as members of committees and councils in developing the policies and planning the programs and activities that they are responsible for carrying out.*

Boys and girls in the United States today mature about two years earlier than did their grandparents who were born at the turn of the 20th century. Although they are maturing faster, the age at which they become economically independent is delayed increasingly. There are many regulations which make it difficult for them to compete for jobs with adults, and unemployment among youth continues at a very high rate.

Changing conditions in the home and neighborhood tend to reduce the adult guidance that students need during the critical years until economic independence is achieved. These and other conditions appear to be contributing to a high incidence of juvenile delinquency, crippling accidents, violent crimes, alcoholism, and venereal disease among our youth.

Despite these conditions, we should not infer that our students are incapable of governing themselves as individuals or in small groups. It is equally fallacious to assume that they will become socially-conscious, self-governing citizens without wise guidance, or without any of the traditions and regulations that are needed in governing our adult society.

Starting early in the school years, boys and girls should be given an opportunity and also guidance in working independently and in small groups. As they progress through school, they should have many opportunities and also wise guidance in making important educational decisions which affect them as individuals. The classroom and the school must also provide them opportunities to share in decision making with other students and with adults as a means of preparing them for their adult familial and citizenship roles.

COMPREHENSIVE OBJECTIVE 8. HOME-SCHOOL-COMMUNITY RELATIONS

Cooperative efforts and effective communications between the school and the community are fostered. A program of home-school-community relations is planned, implemented, and evaluated at each the district, school, and I & A unit levels. Parents or guardians of the students enrolled in the school are encouraged to participate in at least one conference per year with the student and the student's teacher/advisor and also to take initiative in the program of home-school-community relations.

We are all aware of the rapidly changing conditions in our neighborhoods and in family living. In general it is more difficult now than before to initiate and maintain communications and other desired relationships with the local community, but it is also imperative to do so. As one example, high quality career education in the senior high school is impossible except as students participate in community activities.

The traditional family of father, mother, and one to four children living in the same home may no longer be the prevalent family unit. The new patterns in family and home life will probably continue in the direction of providing less emotional security, intellectual stimulation, and positive guidance of children and youth; and the school will be called upon to provide more. This changing pattern of family life increases rather than decreases the need for more effective communication and interaction between the parents or guardian and the student's teachers. It is possible that parents and guardians should be required to participate at least as much in educational planning for their adolescents as is required of any adult to get any kind of governmental service. In a corollary fashion, school persons should probably be required to meet with the student and any parent or guardian willing to do so as a condition of planning an educational program with and for the student.

COMPREHENSIVE OBJECTIVE 9. INTERNAL AND EXTERNAL SUPPORT ARRANGEMENTS

The environment for learning and instruction within the school and for work and non-work educational experiences in the community is enriched through the intellectual, technical, and material support provided by the I & A units, IIC, and SPC and by external agencies, such as the state education agency and teacher-education institutions.

Arrangements have not been worked out in our traditional secondary schools that permit and encourage the total faculty, smaller groups of teachers, or smaller groups of teachers and administrators to work together in identifying and solving critical problems of instruction, advisement, and discipline, much less to engage in systematic renewal and improvement activities. Four things are required in order to begin to correct the situation. Problem-solving groups of teachers and of teachers, counselors, and administrators must be identified. Their time and work load must be scheduled so that they can meet together at regularly scheduled times during their working hours. Adequate spaces must be found for their meetings. Finally, this kind of work must be supported at the local and district level as part of their roles and daily activities.

Even when the above conditions are arranged, we find that many of our current administrators, counselors, and teachers are not prepared to engage in cooperative problem-solving activities. Neither are beginning teachers, counselors, and administrators. This suggests that on-the-job education is required. Long ago our big industries developed training programs for new employees, including those with college degrees, and also periodic refresher activities for their continuing employees. Similar approaches are long overdue in education. The role of our state education agencies and teacher education institutions requires serious reappraisal with respect to this matter.

COMPREHENSIVE OBJECTIVE 10. CONTINUING RESEARCH AND DEVELOPMENT

Student learning and personality development; curricular, instructional, and student-advising arrangements; school-community relations and community educative experiences; and administrative-organizational arrangements become better understood and are improved through continuous research and development conducted by school personnel and cooperating individuals and agencies. The I & A units, the IIC, and the SPC share decision making and responsibility with external agencies for *designing, carrying out, and using the results of the research and development conducted in the school.*

Research and development in education is still in its infancy. Only since 1955 has even a modest investment been made in educational research and development by either the public or private sectors of the American economy. In contrast, large sums of money have been spent for several decades to support research and development in agriculture, space, communication, medicine, and other important areas of modern life.

Perhaps the most difficult unresolved problem is finding ways to get the results of educational research into forms that can be tested and, if effective, that students and teachers can use. Federal and state efforts in this direction continue but progress is very slow. Despite the problems, it is unlikely that any major renewal and improvement effort will be a continuing process except as local schools develop a capability for carrying out their own evaluative research and also participate in cooperative problem-solving research with external agencies.

Middle Schools and Junior High Schools

School:

ANDREWS MIDDLE SCHOOL
405 NW 3
Andrews, Texas 79714
Principal: Forest C. Scott
Assistant Principal:
Enrollment: 445
Grades: 7 & 8

Contact and Resource Persons

Forest C. Scott, Principal

Materials

Brochure on changing from a junior high school to a middle school.
Listing of mini-courses in English, science, and math programs.
Brochures on Reading Center and Careers of the Month program.

Most Interesting Features

Since 1974, Andrews Middle School has undergone the process of changing from a "traditional" junior high school to a middle school consisting of grades 7 & 8. In the change process, both the organizational plan and the instructional program have undergone major modification. For organizational purposes, the unit is the basic component. A unit consists of: (1) multi-grade grouping, (2) mini-courses in academic areas, (3) a planetarium in a building which is utilized by all departments, (4) entire curriculum built around individualization, and (5) resource center.

The basis for school planning and decision making is the Instruction Improvement Committee (IIC). This group consists of the principal, counselor, resource center director, librarian, a teacher representative from each of the academic units and one teacher from the specialist units. Teacher involvement in the decision-making process is the key to the successful operation of the total program. This Committee meets quarterly to review students who have failed one or more subjects during that quarter. Students are counseled and parents are notified of suggestion for student improvements to avoid further failure.

Features Checklist: ANDREWS MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No_X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No_X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ No_X

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes_X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No_X

Does your school have an organized career education program? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes-_ No_X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X No__

School: BYERS JUNIOR HIGH SCHOOL
150 South Pearl Street
Denver, Colorado 80209
303-722-4668

Principal: Dr. Carol Reynolds
Assistant Principal: Philip Popish, Mrs. Zelma Bell
Enrollment: 576
Grades: 7 - 9

Contact and Resource Persons

Dr. Carol Reynolds, Principal
Philip Popish, Vice Principal
Jack Davidson, CWE Instructor
Mary Grannell, Counselor, Advisor-Advisee Chairman
Ray McFarland, Hold Youth Instructor

Materials

CWE (Cooperative Work Experience) guidelines. Printed material on local basis. Advisor-Advisee material developed to include total school participation. School produced.

Most Interesting Features

Cooperative Work Experience (CWE) is a cooperative arrangement between the school, home, and the business community to allow some ninth grade students to attend school part time and work part time. The program is for youth who can benefit by a change from the regular academic program to a work-oriented experience. Students have planned involvement with work on the job, study related to work, study of occupations, supervised visitations, working and getting along with others.

The CWE Program strives to:

- Develop attitudes necessary for successful employment.
- Expose students to various job opportunities available in the Denver area.
- Provide an opportunity for intensive vocational counseling and assessment of the students' interests and aptitudes.
- Help the student in setting realistic future vocational goals.
- Help the student realize the relationship between academic work and occupational development.
- Help the student realize his responsibilities as a citizen, consumer, and employee.
- Help provide supervised part-time work experience.

Hold Youth Program is designed to increase the holding power of the school for youth who have demonstrated a potential for dropping out or have high absenteeism.

It is the intent of this program to provide students with adequate, effective and cognitive curriculum as well as a structured situation which will provide a new approach toward success and acceptable habit formation. It is hoped that as a student becomes successful, his self-concept will improve and thus, his attendance and, more importantly, his achievement will improve.

Individualized instruction will be provided in English, math, social studies, science, physical education, and special activities of interest to the students.

Features Checklist: BYERS JUNIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No_X_

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No_X_

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes_X_ No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No_X_

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School:

E. F. CARPENTER MIDDLE SCHOOL
1005 Leroy Street
Nacogdoches, Texas 75961

Principal: A. B. Denman
Assistant Principal: Marion Upshaw
Enrollment: 750
Grades: 6 & 7

Contact and Resource Persons

A. B. Denman, Principal

Margie Coats, Resource Teacher

Materials

Advisory: Teacher notebook of planned activities
Filmstrips, tapes, student check sheets
Math & Language Arts: Sequential Skills Guide...K-12

Most Interesting Features

Students and teachers of E. F. Carpenter Middle School are involved in several innovative projects. Those meeting with greatest success include cross-grade grouping in math and language arts, team teaching in both areas, and classroom-based advisory guidance program.

The Middle School math and language arts program are multi-level, multi-grade, based on sequential skills. After students are tested at the beginning of school, they are placed in learning clusters containing the skills needed. Students are continuously tested to determine mastery of each objective. They proceed to the next objective if mastery is achieved; if not, they are recycled.

The classroom-based advisory guidance program provides for the development of personal growth and good human relationships as part of the total learning experience. The resource teacher directs the program and has supplementary funding from Region VII Educational Service Center with a grant. It is a cooperative approach among the resource teacher, counselor, and classroom teachers as they work with students in the school. Through in-service education, teachers are trained in techniques and use Glasser's Reality Therapy, Transactional Analysis, Values Clarification, and Magic Circle.

Features Checklist: E.F. CARPENTER MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes x No ___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes x No ___

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes x No ___

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes x No ___

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes x No ___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes x No ___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes x No ___

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes x No ___

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes x No ___

Does your school have an organized career education program? Yes x No ___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes ___ No x

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes x No ___

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes x No ___

School: James B. Conant Junior High School
1135 Tullar Road
Neenah, Wisconsin 54956
414-725-6353

Principal: Monte Pelton
Assistant Principal: Paul Thoman
Enrollment: 688
Grades: 7-8

Contact and Resource Persons

Monte Pelton
John Lautenschlager - Team Leader

Materials

Pre and Post tests for nine grammar units. Spelling materials for groups from 4th grade to 10th grade ability. Reading materials for remedial work and for developmental groups.

Most Interesting Features

We have formed an English/Reading team consisting of five English teachers, a reading specialist, a reading aide and a clerk. All 7th and 8th grades are working grouped in a non-graded group. All students are assigned to a home base teacher. We then group them according to ability and have groups in spelling, reading and grammar. Pre-test scores are used to group in spelling and grammar. CTBS scores help identify students for reading groups. Students can change groups if their progress warrants a change.

The team has a planning hour each morning to coordinate their work as well as having an individual preparation period at the end of the day. We also use twelve volunteer mothers to assist with the individualized spelling program.

We have developed a folder that follows a student throughout his school career. The clerk enters all test results of the pre and post test scores in the folder. We also indicate the areas of mastery of skills and areas that need more study for each student.

This is our second year on the project. We are still refining our procedures. Our staff continues to be enthusiastic about a program that is designed to help all students at their ability level.

Features Checklist: JAMES B. CONANT JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No_X_

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No_X_

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes_X_ No__

Does your school have an organized career education program? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School:

DICKASON SCHOOL
400 South Dickason Boulevard
Columbus, Wisconsin 53925
Principal: J. M. (Mike) Thompson
Assistant Principal: Michael Piekarski
Enrollment: 370
Grades: 4-8

Contact and Resource Persons

Mike Thompson, Principal

Materials

Learning packs are used in some junior high courses: language arts, social studies and music. Criterion referenced tests are used for diagnostic purposes in language arts and math.

Most Interesting Features

Two units based on the elementary IGE model operate in grades 4-6. At the junior high level, the approximately 160 7th and 8th graders are placed in a single unit served by three interdisciplinary teaching teams: a language arts/social studies team, a science/math team and an allied arts team. Groupings in the academic areas are quite flexible to suit instructional and learning needs. Junior high students have an extended homeroom on alternating days to permit advisor-advisee activities to take place.

A diverse curriculum of elective mini-courses is offered. The principal, the elementary unit leaders and the junior high team leaders form the Instructional Improvement Committee which meets weekly and which concerns itself primarily with the school's instructional goals and the allocation of human and fiscal resources toward their achievement.

Features Checklist: DICKASON SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No ___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes ___ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No ___

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No ___

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No ___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No ___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes ___ No X

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No ___

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes ___ No X

Does your school have an organized career education program? Yes X No ___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes ___ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No ___

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No ___

School:

Edgewood Junior High School
5100 North Edgewood Drive
St. Paul, Minnesota 55112

Principal: Philip J. Leonard
Assistant Principal: Philip J. Snowden
Enrollment: 800
Grades: 7 through 9

Contact and Resource Persons

Philip Leonard, Principal

Materials

Individualized learning materials in English, mathematics and social science.
Outline of committee functions for the organization of the school.
Report cards listing concepts learned during marking period.

Most Interesting Features

Edgewood Junior High School was a participant in the NASSP Model Schools under the direction of Dr. J. Lloyd Trump and Dr. William Geordiades. Our present program is an outgrowth of that involvement, offering a choice of traditional classroom type instruction or an individualized program, using small group/large group learning packages, in the areas of Language Arts, mathematics and social science. All science is taught on a classroom basis. Instruction in physical education, home economics, industrial arts, art, and music is a combined individualized/classroom instructional mode. The students are able to choose the basic mode of instruction after consultation with teacher-advisors. The final decision is made by the parent and student.

The basis for school planning and decision making is the Policy Committee which meets on a weekly basis with the principal. The Policy Committee directs the work of four operating committees: Curriculum, Staff Development, Evaluation, and School Climate.

Features Checklist: EDGEWOOD JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes __ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes __ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No __

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes __ No X

Does your school have an organized career education program? Yes __ No X

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No __

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes __ No X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School: EDISON JUNIOR HIGH SCHOOL
1649 South Chatham Street
Janesville, Wisconsin 53545
608-754-8144

Principal: Clarence P. Hammarlund
Assistant Principal: Fabian A. Prestil
Enrollment: 998
Grades: 7-9

Contact and Resource Persons

Mr. Richard Brown, Art
Mrs. Kathleen Cope, Eng/Rdg
Ms. Joyce Hilt, Foreign Lang
Mrs. Donna Davis, Home Ec
Mr. William Neumann, IMC
Mr. Russell Degerman, I.A.
Mr. H. Allen Davis, Math
Mr. David Lennox, Music
Mr. Joseph Putsch, P.E.
Mrs. Margaret Windhorst, Sci
Mr. Keith Mueller, S.S.
Mr. Walter Golbuff, 7th
Mr. Dennis Mitchell, 7th
Mr. Douglas Hagen, 7th

Materials

A combination of commercial and teacher-prepared learning opportunities are reinforced by an exemplary IMC operation.

Most Interesting Features

1. All academic subjects are taught in seven large open pod areas of 100-200 capacity each.

2. Input to our building is largely from non-graded, multi-unit elementary feeder schools, so to provide a convenient transition, our 7th grade youngsters spend most of the day in one of three open pod areas where all academics are taught by three teams of 4 or 5 elementary certified people and one aide each. Seventh graders move to other areas and other staff for Music, Physical Education, Art and Foreign Language. Pupil progress in academics is reported by conference and a hand-marked A,B,C,D,E,F report card. Non-academics are a computer printed type report.

3. Eighth and ninth grade academics are also team taught, but by departmentalized teams of secondary certified staff in Social Studies, English (Reading), Math and Science. Grade levels are observed, and non-academics are traditionally-designed Music, Industrial Arts, Home Economics, Art, Foreign Language and Agriculture.

Our community is mainly blue-collar industrial families of fairly strong middle-class standards. Parent support is generally good. Standardized test scores have revealed a modest improvement since opening in 1971.

Features Checklist: EDISON JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? **3 matters: staff evaluation; homeroom activities; staff in-service.** YesX No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? **I've tried it--poor results.** Yes__ NoX

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? YesX No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? YesX No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? **(within external parameters)** YesX No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? **(maybe 15%)** Yes__ NoX

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ NoX

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? **(only gifted students)** YesX No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ NoX

Does your school have an organized career education program? **(only WECEP)** Yes__ NoX

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? **7th only** YesX NoX **not 8/9**

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? YesX No__

Do ~~some~~ **few** teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? YesX No__

School:

Glen Ridge Middle School
235 Ridgewood Avenue
Glen Ridge, N.J. 07028

Principal: David Maltman
Assistant Principal: Richard Schuck
Enrollment: 539
Grades: 5 - 8

Contact and Resource Persons

David Maltman, Director
Richard Schuck, Assistant Director

Materials

Schedules - Total School, Team, Related Arts
Course of study
Student grouping patterns

Most Interesting Features

The Glen Ridge Middle School has operated on a team teaching concept for eight years. The school presently has five academic teams and one related arts team. Each team plans and provides its own schedule for students within a four-hour block of time.

The school is organized with the middle school child as the focus. Each team is multi-aged to provide for flexibility as well as giving the staff an opportunity to work with children for a period of time longer than one year.

The staff has developed our own basic skills program. Our program is objective based with large group-, small group-, and individualized instruction incorporated into the curriculum.

The related arts portion of the program features a wide range of choices for students in each of the areas of music, art, physical education, home economics, and typing. Students select areas of study three times a year.

The school has an advisor system, a staff development program and a Program Improvement Council.

Features Checklist:

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No__

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No__

Does your school have an organized career education program? Yes__ No X

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

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School: GLENWOOD CITY MIDDLE/SENIOR HIGH SCHOOL
Highway 170
Glenwood City, Wisconsin 54013
715-265-4266
Principal: Al Beeler
Assistant Principal: Gene Roland
Enrollment: 518
Grades: 6-12

Contact and Resource Persons

Al Beeler, Principal
Gene Roland, Assistant Principal

Materials

Curriculum materials available on request for a small reproduction charge.

Most Interesting Features

During the 1977-78 academic year the Middle and Senior High School faculties completed a thorough self study of the school's academic program. As a result of the study departmental curriculum committees determined within their respective content areas what information students at Glenwood should know at graduation. During the current academic year the staff prioritized content subject matter, assessed its value, wrote objectives and developed continuous progress, self paced, teacher guided curriculums with measurable objectives. Individualized curriculums were completed in art education and English subject areas. All subject areas are expected to be completed by May of 1979. Implementation of the curriculum is scheduled for September, 1979. The school is willing to disseminate its curriculums for a small reporduction charge on request.

To provide time for teacher curriculum work the school in cooperation with the University of Wisconsin at Eau Claire turned its entire school operation for one day over to forty visiting professors of education. The experience provided time for the Glenwood teachers to dedicate one complete day to curriculum work and coordination between the Middle and Senior High faculties. The professors had an opportunity to experience what it's like to instruct in the public school. The net result was a very positive experience for both the University faculties and our instructional personnel. Even more important was the learning experiences provided our students.

Further, during the 1978-79 academic year the Glenwood Middle School was reorganized under the IGE schedule model that provided block time instruction and common planning time for teachers. The first semester found the teachers being in-serviced to cooperative planning. Integration of instruction was experimented with during second semester.

Features Checklist: GLENWOOD CITY MIDDLE/SENIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? YesX No__

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? YesX No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? YesX No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Middle School YesX No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes__ NoX

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ NoX

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? YesX No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? YesX No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? YesX No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? YesX No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? YesX No__

School: HANLEY JUNIOR HIGH SCHOOL
951 N. Hanley Rd.
University City, MO. 63130
314-727-1070
Principal: Sam Austin, Jr.
Assistant Principal: David Moody, Laura Meilziner
Enrollment: 1100
Grades: 8-9

Contact and Resource Persons

David Moody, Assistant Principal for Instructional Services

Materials

Most Interesting Features

Alternative Learning Program (A.L.P.) - combines flexibility in scheduling with team teaching in English, mathematics, social studies, and science for students interested in a community learning experience with opportunities for leadership development in special activities.

Arts Realizied Through Students (A.R.T.S.) - offers flexible scheduling and team teaching in English and drama, social studies, music, art, and dance for students with a strong commitment to the creative arts.

Individually Guided Education Project (I.G.E.) - provides individually guided instruction to students in paired English and mathematics classes under a I.G.E. teaching team.

Special Challenge Program (Challenge) - offers challenge classes in English, mathematics, social studies, science, and art for students who consistently do high quality work and want to participate in academically challenging classes.

Features Checklist: HANLEY JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes __ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No __

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes __ No X

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No __

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes __ No X

Does your school have an organized career education program? Yes X No __

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes __ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No __

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School:

HORACE MANN MIDDLE SCHOOL
515 Scott Street
Wausau, WI 54401
Principal: William L. Paul
Assistant Principal: George V. Hirsch
Enrollment: 801
Grades: 6 - 8

Contact and Resource Persons

William L. Paul, Principal

Materials

Student Handbook, Parent Handbook, Parent Curriculum Handbook

Most Interesting Features

Horace Mann Middle School is organized on a team basis with 2 interdisciplinary teams each at the 6th and 7th grade levels. Each team is made up of 5 teachers responsible for approximately 125 students. Teams are responsible for the reading, language arts, math, science, and social studies programs. Each team is responsible for their students 5 out of an 8 period day. Teams are responsible for their own class schedules during the block of 5 periods. Teams have 2 periods a day for planning, staffings, and parent conferences. While team teachers are planning, their students are in the exploratory programs of practical arts, music, physical education, and art.

The 8th grade is organized on a disciplinary team basis. Students are scheduled for their required and elective courses. 8th grade teachers are scheduled so they have common prep time during the day.

Horace Mann is piloting a program of alternative conferences at the 6th grade level. The Alternative Conferencing Program brought in 93% of the 6th grade parents for hour-long conferences. During the conference, parents were updated with current standardized test information, a parent interview sheet was completed, and individual goals were established in each subject area. The learning contracts were planned and agreed to by the student, parent, and teacher. Parents also had the option of selecting the type of grading used to evaluate their son or daughter's work. The choices were between the traditional A-B-C or the S-I apparent ability systems. The school is looking forward to implementing a similar program at grade 7.

Approximately 50 gifted and talented students participated in an assessment program sponsored by the Guidance Institute for Gifted Students, sponsored by the University of Wisconsin-Madison. The program is designed to help students more fully realize their learning potential and to help the school design programs to fit student needs.

Features Checklist: HORACE MANN MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Not formally Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No_X_

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes_X_ No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No_X_

Does your school have an organized career education program? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes__ No_X_

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School:

IRMO MIDDLE SCHOOL
P. O. Box 508
Irmo, SC 29063

Principal: Dr. Bobbie A. McEntire
Assistant Principal: Mr. Kenneth V. Frick, Campus I, Mr. John C. Temples, Campus R
Enrollment: 2,596
Grades: 6-9

Contact and Resource Persons

Dr. Bobbie A. McEntire, Director
Mrs. Phyllis Pendarvis, Assistant Principal, Campus R
Miss Flora Kennedy, Assistant Principal, Campus I

Materials

Brochure which describes the Irmo Middle School Complex Career Exploratory Program--Illustrates the interdisciplinary approach to the World of Work.

Most Interesting Features

The Irmo Middle School Complex presently includes three campuses: I, R, and M. The 6th and 7th grade pupils are assigned to Campus I and the 8th and 9th grade pupils are assigned to Campuses R and M. Several district-wide programs for the handicapped children, including one class each for the orthopedically handicapped, the primary trainable children, and the intermediate trainable youngsters, are offered, also, in the Campus M facility. The pupils assigned to grades 6, 7, and 8 are provided an instructional program which includes the general studies of language arts, social studies, mathematics, science and health. The programs of physical education, fine arts, and career arts are offered to the youngsters for the purpose of introducing them to other fields related to their interests and capabilities.

The 6th, 7th, and 8th grade pupils are assigned to a team of 3, 4, or 5 teachers for the study of the general education program. All students work with the fine arts, career arts, and physical education staff during their middle school years as opportunities are provided for the 10-14-year-olds to explore a wide range of activities under the guidance of the staff members who offer varying strengths in the field of the arts.

The 9th grade program is designed to provide secondary level instruction in terms of the student's personal career goals and the required subjects for working toward the 18 units of credit needed for a South Carolina high school diploma.

The notion of the administrative team--a chief administrator (the director), co-principals (1 assigned to each Campus I, Campus R & Campus M), and four assistant principals--enhance the operation of the school program. The administrative team meets weekly for the purpose of coordinating all programs school-wide. This cooperative effort is extended further as the Program Improvement Council (PIC) meets weekly on each campus. Each PIC is composed of the administrators on the campus, the unit leaders of grades 6, 7, & 8, and the subject chairpersons of grade 9. The 2 Program Improvement Councils meet with the director periodically.

Features Checklist: IRMO MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? YesX No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? YesX No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? YesX No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? YesX No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? YesX No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? YesX No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ NoX

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? YesX No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? YesX No__

Does your school have an organized career education program? YesX No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ NoX

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? YesX No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes__ Nox

School:
JOSEPHINE HODGKINS JUNIOR HIGH
3475 West 67th Avenue
Denver, Colorado 80221

Principal: Richard R. Chavez
Assistant Principal: Ron Vega
Enrollment: 960
Grades: 7 - 9

Contact and Resource Persons

Richard Chavez, Principal
Ron Vega, Assistant Principal

Materials

Learning packs in English and science. Advisor/Advisee packet.

Hodgkins Educational Learning Program (HELP)

Most Interesting Features

At Josephine Hodgkins Junior High School curriculum committees have established basic skills objectives in math, English, science, and social studies. Two learning communities consisting of students and teachers who team together to develop interdisciplinary units exist at the 7th and 8th grade levels. These teams have been in operation since the 1975-76 school year.

Presently, the entire school is involved in providing each student with one certified staff member in the building who knows them personally and to assess their educational needs and interests. Two outstanding areas of the educational program according to Principal Chavez include the teacher-student rapport due to the affective emphasis of teams and the increased awareness of professionalism on the part of the team teacher and administration.

Features Checklist: JOSEPHINE HODGKINS JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No__

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No X

Does your school have an organized career education program? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School: LOMBARDI JUNIOR HIGH SCHOOL
1520 South Point Road
Green Bay, Wisconsin 54303
414-397-3880

Principal: Wayne Astin
Assistant Principal: Rossmond J. Cooney
Enrollment: 1121
Grades: 7, 8, 9

Contact and Resource Persons

Materials

Content Reading Area Skill Units (CRSU'S)
"Unipacs" developed in some disciplines.

Most Interesting Features

1. Continuous Progress Mathematics Curriculum
   In course selection, students choose to learn math skills by either "traditional" or "Continuous Progress" Math sections. In Continuous Progress Mathematics, students study unipacs which contain major and sub concepts, behavioral objectives, and learning activities which have been placed on a continuum in grades 7-8-9. Rate of mastery of the objectives depends upon student motivation and ability. In "traditional" mathematics sections, all students study the same concepts simultaneously.

2. Content Reading Skill Units (CRSU'S)
   The Green Bay School District teachers have begun to develop reading skill units to be used as a part of a developmental reading program. The CRSU'S are applied in Language Arts, Mathematics, Social Studies, and Science classrooms. Up until this past year, a stations approach was utilized teaming efforts of the reading specialist, classroom teacher, and instructional aide.

Features Checklist: LOMBARDI JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters?	Yes___ No X
Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters?	Yes___ No X
Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies?	Yes___ No X
Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students?	Yes___ No X
Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students?	Yes___ No X
Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student?	Yes___ No X
Have minimum competency objectives and programs been established in basic skill areas such as reading and math?	Yes___ No X
Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8?	Yes X No___
Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students?	Yes___ No X
Does your school have an organized career education program?	Yes___ No X
Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor?	Yes___ No X
Do all the teachers participate during the school year in a staff development program that is based on a needs assessment?	Yes___ No X
Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay?	Yes X No___

School:

MARTINSVILLE EAST MIDDLE SCHOOL
Martinsville, IN 46151

Principal: Ronald K. Bell
Assistant Principal: Austin Luker
Enrollment: 684
Grades: 6 - 8

Contact and Resource Persons

Ronald K. Bell, Principal
David J. Gordon, Social Studies Department Chairperson
Barbara Hawkins, Counselor

Materials

Great variety of individualized materials for social studies classes.

Good career education center and rather extensive set of file materials related to career education.

Most Interesting Features

Social Studies

The 7th and 8th grades at Martinsville have developed units of individualized study for non-western geography (7th grade) and U S History (8th grade), using learning packets which allow students to progress through the content at their own pace.

The 8th grade has added a prescriptive feature this year which allows the teacher to better accomodate both remedial and accelerated students without completely removing their choice of learning packets.

Career Education

Many teachers at Martinsville East Middle School are infusing career education concepts into their curricular areas. Priorities established for career education at the middle school level have students dealing with self-awareness, decision-making and career exploration. Our teachers have designed career unipacs for use in classrooms and study halls. These activity-based packets allow the students to explore various career areas while practicing basic skills.

Middle school counselors serve as support personnel and facilitators to the classroom teachers in their efforts. Counselors also provide classroom experiences in self-awareness, decision-making, and career exploration for each grade level.

Our community participates by providing speakers for the annual "Career Day" as well as providing early experience job sites at the high school level.

Features Checklist: MARTINSVILLE EAST MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No __

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes __ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No __

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No __

Does your school have an organized career education program? Yes X No __

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No __

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No __

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School:

Mc Allister Middle School
P. O. Box 631
Bay City, Texas 77414

Principal: Bobby Kimball
Assistant Principal: None
Enrollment: 508
Grades: 6 - 8

Contact and Resource Persons

Bobby Kimball, Principal
Judy Mahavier, Mathematics Teacher
Susan Lang, Reading Teacher
Danna Morrow, Teacher; Student Advisory Program

Materials

Continuous Activity Mathematics Program (C.A.M.P.) - Slide Program
High Intensity Reading Program, Multimedia - Slide Program
Student Advisory Program, Self-concept, Self-image, and Human Growth and Development Program - Handbook & Materials

Most Interesting Features

Mc Allister Middle School is made up of approximately 500 students - grades 6, 7, and 8. Because of the multiple types of students who make up our enrollment, we found that the three areas of concentration most needed were reading, mathematics, and the self-concept.

We continually keep these three areas in mind from year to year. We are most happy to share our achievements in these three areas. Our Reading Program is flexible and has many alternatives for the students with varied abilities. We have approximately 4 to 5 different areas of reading groups so the student can find success at his/her level. Our Mathematics Program (C.A.M.P.) has been recognized as a State Demonstration School for Individualized Instruction for the past three years. We are most proud of this program because the mathematics teachers organized this program to meet the needs of our students. It has been well received by our community and the students respond. Two other schools in this area have adopted our program.

Our Student Advisory Program has enlightened our teachers as well as our students. We have found that the students need attention and this program provides for students to share outside the academic classroom.

Mc Allister Middle School has enjoyed the success in providing basic academic subject matter through innovation as well as meeting the needs of the total individual in the area of self-concept.

Features Checklist: Mc ALLISTER MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No __

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes __ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No __

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No __

Does your school have an organized career education program? Yes X No __

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes __ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No __

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School:

NEPTUNE JUNIOR HIGH SCHOOL
Heck Avenue
Neptune, NJ 07753

Principal: Roy Dunshee
Assistant Principal: Joseph MacNeill, Lonnie Harvey, Edward Torres
Enrollment: 1,513
Grades: 7 - 9

Contact and Resource Persons

Roy Dunshee, Principal
William J. Moore, T & E Administrator
Barbara A. Marx, State Compensatory Education Coordinator
Rae Ann Kitson, Teacher/Programmer

Materials

State Compensatory Education Program Description (free)

Most Interesting Features

Through the resources of the State Compensatory Education Program, the Neptune Township Public Schools offer an extensive program in the Basic Skills for Grades K - 12, in addition to a comprehensive curriculum of academic and enrichment studies.

The SCE Program at the junior high school level, for grades 7 - 9, supplements those basic Reading/Language Arts and Mathematics skills emphasized through subject area classes.

The SCE Program is designed to meet the individual needs of a select segment of the student population who must improve their performance in the areas of communication and computation. The supplemental program provides individualized and small-group instruction in a Learning Resource Center environment. Classes are scheduled for daily instruction and course credit is given, if completed.

Individual student learning programs are cooperatively developed by the SCE teacher and a teacher/programmer.

Each student-learning packet reflects the individual student's interests, abilities and future aspirations. Students take an active role in planning their own programs of study. Skill work is based upon diagnosed academic weaknesses and dependent upon student strengths in the areas of self-management, responsibility and motivation.

Instructional materials, motivational equipment and learning centers provide for lab-centered reinforcement of basic operations necessary for Basic Skills self-reliance.

Features Checklist: NEPTUNE JUNIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes __ No X

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes x No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No __

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No __

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes __ No __

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No __

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No __

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes x No __

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes x No __

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School: OLLE MIDDLE SCHOOL
9200 Boone Road
Houston, Texas 77099
713-498-8110, ext. 281

Principal: Robert C. Schumacher

Assistant Principal: Dennis Paul and Marilyn Meell

Enrollment: 1220

Grades: 6, 7, 8

Contact and Resource Persons

Materials

Most Interesting Features

Olle Middle School was opened in 1974 and has a current enrollment of 1220 students. The totally climate controlled building includes three academic houses, a media center, a unified arts area, a performing arts area, and a physical education facility.

Each academic house has approximately 400 students in grades 6, 7, and 8. An administrator is assigned to each house and a counselor has an office in two of the houses. Interdisciplinary teams of language arts, social studies, math, and science teachers utilize the open space facility to individualize their programs.

Successful individualized programs in industrial arts and home economics have secured state and national recognition. The foreign language program has been recognized throughout the state as students are introducted to French, German, and Spanish.

Features Checklist: OLLE MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters?	Yes_X_ No__
Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters?	Yes_X_ No__
Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies?	Yes_X_ No__
Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students?	Yes_X_ No__
Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students?	Yes_X_ No__
Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student?	Yes_X_ No__
Have minimum competency objectives and programs been established in basic skill areas such as reading and math?	Yes_X_ No__
Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8?	Yes_X_ No__
Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students?	Yes_X_ No__
Does your school have an organized career education program?	Yes_X_ No__
Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor?	Yes__ No_X_
Do all the teachers participate during the school year in a staff development program that is based on a needs assessment?	Yes__ No_X_
Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay?	Yes_X_ No__

School:

Oregon Junior High School
200 North Main Street
Oregon, Wisconsin 53575
Principal: Karl Ahrens
Assistant Principal:
Enrollment: 429
Grades: 7 and 8

Contact and Resource Persons

Karl Ahrens, Principal

Materials

Interdisciplinary Instruction in a Junior High School
So You Want To Team Teach In A Junior High School

Most Interesting Features

TEAMING - Two seventh and two eighth grade multidisciplinary (math, science, English, social studies) teams were formed to promote cooperation among teachers on matters related to their teaching such as grouping, scheduling, disciplining and correlating what is taught.

SHARED DECISION MAKING - A Cabinet made up of the four team leaders, two teachers from the special areas, and the principal was formed to provide a forum for airing ideas and for curriculum coordination and development.

BLOCK SCHEDULING - Time and the student body were divided into segments large enough to permit variations in grouping and scheduling.

SPECIAL AREA TEACHERS - The teachers of art, home economics and industrial arts formed a team for the purpose of reorganizing their instruction. One semester general courses developed for a specific grade level were replaced by a collection of six-week courses suitable for boys and girls of either grade level. Some of the new courses are required of each student and are taken during the first semester, but most of the courses are offered as electives taken during the second semester. The new courses are more specific in their content, (e.g., leathercraft, sheet metal, foreign foods).

Features Checklist: Oregon Junior High School

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ No X

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No__

Does your school have an organized career education program? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes__ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School:

Richland Middle School
Rural Route 2
Richland Center, Wisconsin 53581
Principal: David P. Siefkes
Assistant Principal:
Enrollment: 261
Grades: 7 and 8

Contact and Resource Persons

David P. Siefkes, Principal
Gerald Sims, Industrial Arts

Materials

Background information for the teacher is The American Industry material from The University of Wisconsin, Stout, Wisconsin.
Future of Industry from UW-Stout, a filmstrip. Informational package of content to be covered in class.

Most Interesting Features

In the vicinity of Richland Center, Wisconsin, there exists about fifteen operating cooperatives. This form of industry generates approximately $60,000,000 in yearly sales for this area. In order to help the future consumers make use of these industries, a course was established in the seventh grade Industrial Arts classes at the Richland Middle School. Through simulation, the students are taught how a cooperative operates.

In the first week of the class, the students will select two products they wish to mass produce. This is done through brain-storming, market research, evaluation of their abilities and the available shop facilities. During the second and third week, the class studies the history of industry, type of ownerships, and the history of cooperatives. They also form their own cooperative, elect officers, and purchase shares of stock in their cooperative.

During the first part of the fourth week, a representative of the local Production Credit Association visits the class to talk about finance, and to make a loan to the class. This enables the students to pay for the purchase of materials for the project.

The fourth through the seventh weeks, time is spent in mass-producing and selling the projects that were made. The projects are made from a variety of materials, including wood, metal, plastic, leather and stained glass. During the eighth week, the projects are sold, the loan is paid back and the losses or profits divided among the stock holders.

This course has been published in the October, 1977 issue of Midland Co-operator, an upper mid-west paper devoted to news of cooperatives.

Features Checklist: RICHLAND MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No ___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes ___ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes ___ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No ___

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No ___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No ___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No ___

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes ___ No X

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No ___

Does your school have an organized career education program? Yes X No ___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes ___ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No ___

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No ___

School:

CARL SANDBURG JUNIOR HIGH SCHOOL
855 West Hawley Street
Mundelein, IL 60060

Principal: A. D. Stealy
Assistant Principal: Jane Hance
Enrollment: 350
Grades: 7 & 8

Contact and Resource Persons

Dr. Richard Lanaghan, Superintendent of School District #75

A. D. Stealy, Principal

Materials

Learning packages in most subject areas. Complete mini-course program.

Peer counseling program and materials.

Most Interesting Features

Since 1970, Carl Sandburg Junior High School has been deeply involved in implementing a learning program conducive to early adolescent development. The instructional staff has prepared an organized plan that establishes and maintains a climate for personalized instruction and continuous learning. This indicates that (1) children learn at different rates of speed, (2) an emphasis be placed on excellence, (3) positive responsible traits are developed through practice, (4) teachers and students have varied needs and abilities, and (5) children need self-satisfaction and success to develop a positive self-concept.

To accomplish these goals, we have cooperatively designed a program model that places students into four teams. Each team is composed of 4 academic teachers (Language Arts, Math, Social Studies, & Science), and approximately 90 students. Each academic area has 45 minutes of instructional time. Special areas of interest, (music, art, health, and developmental reading, exploratory program, home economics, and shop), meet daily for 9 weeks each, while physical education meets daily all year. The program is so structured as to allow each team of teachers 45 minutes of common planning time. During this time, teachers share information, teaching techniques, and methods of dealing with students, based on the individual needs. This time is also a convenient time for parents to communicate with their child's teachers, special services, and the administration.

To further enrich this learning model, a high interest mini-course program is offered, composed of approximately 100 different selections. We feel junior high years are generally recognized as the starting point of many life-long interests. The mini-course program lends itself well to the exploratory needs of the adolescent, along with the provision for student choice and a much-needed release from routine and conformity which may be present in a regular school day.

The district is presently studying different organizative patterns to meet the needs of the adolescent community which has been dictated by declining enrollment and decreasing funds.

Features Checklist: CARL SANDBURG JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes__ No X

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No__

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No__

Does your school have an organized career education program? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School: RAY F. SENNETT MIDDLE SCHOOL
502 Pflaum Road
Madison, Wisconsin 53716
608-222-2577
Principal: Dr. Samuel Barosko, Jr.
Assistant Principal:
Enrollment: 600
Grades: 6 - 7 - 8

Contact and Resource Persons

Robert E. Anderson, Learning Coordinator
Jan Dowden, Learning Coordinator

Materials

Most Interesting Features

Sennett is unique among Madison's ten middle schools. Its 600 students are organized on a multi-unit, un-graded basis.

The school consists of six "houses." Each house is divided into three or four sections of equal numbers of 6th, 7th and 8th graders. Students remain in the houses, with the same team of teachers, for a three year period of time. Essentially, the model aims at a high level of instructional stability and continuity within the three year time span.

Curriculum is highly individualized with overriding emphasis on continuous progress. All facets of the program are interdisciplinary in nature and team taught entirely.

Grouping and re-grouping of students on a needs basis prevails throughout the model. Sections do not remain static for any great length of time; rather, they change and adjust as thematic changes occur within the framework of the curriculum.

The Sennett program lends itself to an appropriate balance of process and content. Underscoring this thrust is a primary dedication to fostering positive attitudes and caring relationships among and between all students and staff.

Features Checklist: RAY F. SENNETT MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes __ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No __

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No __

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No __

Does your school have an organized career education program? Yes __ No X

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No __

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No __

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School: Steuben Middle School
2360 North 52nd Street
Milwaukee, Wisconsin 53210
414-475-8577
Principal: Donald Luebke
Assistant Principal: Marvin Bandy, Joel Been
Enrollment: 875
Grades: 6-8

Contact and Resource Persons:

Don Luebke, Principal
Russ Ziemer, Curriculum Coordinator

Materials:

Learning packs in most subject areas -- English, math; abstract of Steuben program; list of Exploring activities
Tests: Tests of functional literacy: math

Most Interesting Features:

Since 1973, Steuben has undergone the process of changing from a "traditional" junior high school to an intermediate school consisting of Grades 6, 7, and 8. In the change process, both the organizational plan and the instructional program have undergone major modification. For organizational purposes, the unit is the basic component. A unit consists of: (1) approximately 120 children, (2) four teachers, (3) a teacher's aide, and (4) the parents of the children. These four groups are directly involved in the development of the educational program for the unit and/or each individual child.

The basis for school planning and decision making is the Instructional Improvement Committee (IIC). This group, consisting of the principal, the curriculum coordinator, a teacher representative from each of the academic units and three specialist units, a union representative, and an aide representative meets weekly to determine school policies, coordinate activities, and review the overall school operation. Teacher involvement in the decision-making process is the key to the successful operation of the total program.

The instructional program is based on the Instructional Programming Model (IPM) which involves the concept of continuous progress for every student and allows for student differences in rate and style of learning, educational goals, and motivational level. Presently the staff is cooperatively involved with the Wisconsin Research and Development Center in developing and implementing a competency-based educational program.

A class period identified as an Exploring provides all children the opportunity of selecting an activity for a six week period of time. These activities may be extensions of classes held during the earlier part of the school day or may be of a type generally not included in the days program. Among the opportunities available for Exploring are: antique collecting, knitting, model building, German, French, Spanish, cake decorating, drafting, dramatics, art, physical education, wood or metal crafts, body building and instrumental or vocal music.

Features Checklist: STEUBEN MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No__

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes__ No X

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No__

Does your school have an organized career education program? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School:

Stoughton Middle School
220 North Street
Stoughton, WI 53589

Principal: Kenneth L. Peth
Assistant Principal: Barbara Johnson
Enrollment: 725
Grades: 6 - 8

Contact and Resource Persons

Ken Peth, Principal
Barbara Johnson, Assistant Principal
Connie Brouillette, Special Education
Gayland Snorek, Unit Leader
Claude Dahlk, Unit Leader

Materials

Unit Guidelines
Organizational Patterns
Film: "Stoughton Middle School," produced by the National Association of Secondary School Principals

Most Interesting Features

ORGANIZATION: Four 6-7 units and two 8th grade units. Each unit has four teachers, including the unit leader, an aide, and an intern teacher. Units range in size from about 110-125. Each unit has a block of time in which they are responsible for teaching Science, Social Studies, Mathematics, Reading, and Language Arts. Students in the 6-7 units are grouped according to need, rather than by grade. Each unit meets one period per day, during the student day.

DECISION MAKING PROCESS: Administrators, Unit Leaders, and Team Leaders, (representing Related Arts and Pupil Services), serve on the Instructional Improvement Committee, which is the decision making body. Decisions made by this group would concern the entire school. A faculty meeting can be scheduled by any staff member, if they disagree, or want further clarification concerning any decision. This has happened twice in the past five years. The IIC meets once a week, with a prepared agenda. Notes from the meeting are distributed to all staff members, including support staff.

SPECIAL EDUCATION PROGRAM: TMR students are located in self-contained classrooms, with minimal mainstreaming. EMR students, along with the EMR teacher and aide, are assigned to a single 6-7 unit. EMR students are mainstreamed extensively. Students with learning or behavioral disabilities are assigned to units, but receive special help according to their needs.

READING PROGRAM: Each academic teacher teaches reading, under the direction of the reading consultant.

INTERN PROGRAM: Each unit has an intern teacher, assigned by the Wisconsin Improvement Program.

Features Checklist: STOUGHTON MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes __ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No __

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes __ No X

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes __ No X

Does your school have an organized career education program? Yes __ No X

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No __

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes __ No X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School:

Trotwood-Madison Junior High School
3594 North Snyder Road
Trotwood, Ohio 45426

Principal: Charles Ott
Assistant Principal: Donald Cook
Enrollment: 803
Grades: 7 - 8

Contact and Resource Persons

Charles Ott, Principal

Materials

Graded Courses of Study in Mathematics, Science, Language Arts, Social Studies, Health and Physical Education ($5.00 for each Graded Course of Study).

Most Interesting Features

Trotwood-Madison Junior High School adopted an IGE program in a new school facility the school year 1975-76. Interdisciplinary teaming in open space areas, academic laboratories in the major subject areas of mathematics, science, language arts, and social studies and a broad program of exploratory studies are outstanding areas of the educational program. Subjects are taught by interdisciplinary teams (math, science, language arts, and social studies) in blocks of time. Students are organized in learning communities, one for each interdisciplinary team. Multi-age grouping is utilized throughout the school program. Basic skills instruction in the reading and math programs are facilitated by the uses of the Prescriptive Reading Inventory (PRI) Management System and the Diagnostic Mathematics Inventory.

Each teacher advises a group of students. There is a daily ten-minute advisor-advisee period that is expanded as needed for special advisor-advisee activities. Parents are actively involved in the school program as volunteers and participate in their children's course selection.

The planning and decision-making body of the school is the building curriculum improvement council (BCIC) comprised of the principal, assistant principal, and unit leaders. The school district-wide power steering curriculum council (PSCC), with representation from all buildings, coordinates the curriculum of the school system. Trotwood-Madison is a part of an IGE League of schools through Wright State University. Evening and weekend workshops and summer institutes are provided for staff through this agency.

Features Checklist: TROTWOOD-MADISON JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters?	Yes X No __
Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters?	Yes X No __
Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies?	Yes X No __
Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students?	Yes X No __
Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students?	Yes X No __
Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student?	Yes X No __
Have minimum competency objectives and programs been established in basic skill areas such as reading and math?	Yes __ No X
Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8?	Yes X No __
Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students?	Yes __ No X
Does your school have an organized career education program?	Yes X No __
Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor?	Yes __ No X
Do all the teachers participate during the school year in a staff development program that is based on a needs assessment?	Yes X No __
Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay?	Yes X No __

School:

Viroqua Middle School
Blackhawk Drive
Viroqua, WI 54665

Principal: Jerry Sines
Assistant Principal:
Enrollment: 357
Grades: 6 - 8

Contact and Resource Persons

Wayne Gates

Jerry Sines

Materials

Learning Packets

ISCS Science

Most Interesting Features

The middle school adopted the basic concepts associated with IGE in 1973. School governance is the responsibility of an IIC composed of team leaders, librarian, reading coordinator, and principal.

A school-within-a-school (SWAS) was developed in 1974 to function with the non-motivated learner. This program has been very successful.

We attempt to maintain a flexible schedule to accomodate special programs within each learning community.

We have an Advisor/Advisee Program with time set aside for this purpose daily. It has varied effectiveness depending on the skills of the advisor. Every student in academic trouble must have a parent contact made by the advisor. No student may receive a failing grade without advisor involvement.

The Viroqua Middle School has recently initiated a program for Gifted and Talented Students. The program is designed to identify students with special gifts or talents and design learning styles to meet the individual needs of these students. We are using a variety of measures to identify these students. At the present time, we are working with about five percent of our students.

The goal of the program is to allow students to continuously work toward their maximum potential to fulfill capable, productive, and compassionate adult roles. We are using a variety of methods and learning styles in an attempt to meet the needs of the students and fulfill our goals.

Features Checklist: VIROQUA MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes __ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes __ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No __

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No __

Does your school have an organized career education program? Yes X No __

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No __

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes __ No X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School: WEBSTER TRANSITIONAL SCHOOL
W75 N624 Wauwatosa Road
Cedarburg, WI 53012
414-377-6030
Principal: Thomas R. Pautsch
Assistant Principal:
Enrollment: 700
Grades: 6, 7, 8

Contact and Resource Persons

Gloria Wetzel - Instructional Consultant
Dean Zimmerman - Dean of Students

Materials

Webster three year Progress Report ($12.00)
A study of a total school program from its infancy to maturity - goals, strategies, results, and future directions.

Most Interesting Features

The goal of Webster Transitional School is to provide an instructional program adapted to the individual needs of the middle school student. This goal has been realized through the synthesis of several IGE components--shared decision-making by administration, teachers, and students, instructional programming for individual students by the Instruction and Advisory Team, the development of objective-based curricular materials, and the strong parent-student-teacher communication which the teacher advisee program has achieved.

The I and A team is unique in that the roles of team leader, representative to the weekly Faculty Advisory Committee, secretary, and pod council advisor are rotated by team choice throughout the year. The teachers have developed objective based units, evaluative tests, and record keeping systems for continuous progress in the basic skill areas and other academic areas. In addition, SRA Criterion Referenced Tests in math and reading are administered for evaluative and prescriptive purposes. A Math Performance Based Education Program has been completed and PBE Reading is in the developmental stage.

The sixth and seventh grade students are multi-age grouped in five instructional teams, and the eighth grade students are grouped in three teams. All students participate in a developmental reading program with increasing attention being given to reading in the content area.

The teacher advisor system which is in its fifth year of implementation helps students develop positive attitudes toward school. Parent-advisor-student conferences are held twice a year and have developed close parent-school communication.

Mutual trust and respect symbolize the atmosphere of Webster School as evidenced by the absence of locks on school lockers and the student accessibility to materials, areas, and staff in a semi-open space school.

Features Checklist: WEBSTER TRANSITIONAL SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No_X_

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes_X_ No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes__ No_X_

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes_X_ No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes__ No_X_

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School:

WILSON JUNIOR HIGH SCHOOL
3838 Orange Avenue
San Diego, CA 92105
Principal: Charles O. Lewis
Assistant Principal: Thomas Tift & Cipri Powell
Enrollment: 1,350
Grades: 7 - 9

Contact and Resource Persons

Charles O. Lewis, Principal

Carole Williams, Projects Coordinator

Materials

Learning packets from many content areas--particularly in the secondary reading program. Contact Wilson's Right to Read Office for a list of titles.

Most Interesting Features

Woodrow Wilson Junior High School is completing its 8th year as a Right to Read model, its 7th year as a Title I school, and its 7th year as a California Reading Demonstration site.

Wilson teachers have developed twenty learning packets dealing with subjects such as writing, dictionary skills, learning centers, reading in various subject areas and simplified safety tests for Industrial Education.

Teachers make use of over 50 para-professionals to lower the adult/student ratio. Effective use of these assistants is generally recognized as one of the major strengths of Wilson's successful reading program.

Cross-age tutoring program is in its fifth year with 50 ninth graders walking to Central Elementary to tutor kindergarten through 6th grade students and another 50 ninth graders staying at Wilson to assist in 7th grade classes. Tutors show an improved self-concept and improved reading ability themselves as well as assisting younger students with learning problems.

Staff developed criterion referenced tests in reading, language, and math are given to all students in the fall. From these results teachers plan for themselves, their assistants, their cross-age tutors, and other resource personnel.

Wilson has many centers to which students are assigned for individualized work. Math, reading, language, social studies, career, media and bilingual programs all have centers to aid teachers and students.

Features Checklist: WILSON JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? YesX No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? YesX No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ NoX

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes__ NoX

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? YesX No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? YesX No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? YesX No__

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? YesX No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? YesX No__

Does your school have an organized career education program? YesX No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ NoX

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? YesX No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? YesX No__

School:

L. P. WILSON JUNIOR HIGH SCHOOL
599 Matianuck Avenue
Windsor, Connecticut 06095

Principal: Lawrence E. Dennis
Assistant Principal: James R. Snyder
Enrollment: 528
Grades: 7 - 9

Contact and Resource Persons

Lawrence Dennis, Principal

Nelson Quinby, Director of Secondary Education

Materials

Tests: Ovis Occupational - Voc. inventory (Ovis)
California Achievement Test '77 (CAT)
Program of Studies specifically developed for each discipline by Department Chairperson and Faculty

Most Interesting Features

Grades 7 & 8 involve the team concept. (Interdisciplinary). This permits teachers to work closely on academic needs and instruction, as well as social opportunities and with parents. Teachers have two periods a week built into their schedules for team meetings. Each team is composed of teachers in math, English, social studies and reading (or art). Periods rotate on a seven-period day in the seventh grade. The math program in grades 7-9 is structured along the lines of individualized (CPM) on group instruction. The science program for grades 7 - 9 is strictly laboratory-oriented, (inquiry approach). The reading program is based on the Windsor-Wisconsin Design. Competency-based testing will begin in September, 1979. We have a Parent-Teacher Advisory Committee composed of fourteen people. There is also a Principal's Advisory Committee of teachers. The faculty is very school-centered and a close-knit group of professionals. With a few exceptions, the special education students are mainstreamers. Wilson Junior High School is presently undergoing self-evaluation in preparation for the visiting committee of secondary schools in April.

Features Checklist: L. P. WILSON JUNIOR HIGH SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No ___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes ___ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No ___

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No ___

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No ___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No ___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No ___

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes X No ___

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No ___

Does your school have an organized career education program? Yes ___ No ___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No ___

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No ___

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No ___

School: WINNEQUAH MIDDLE SCHOOL
800 Greenway Road
Monona, Wisconsin 53716
608-222-4192
Principal: Gjeruld T. Thompson
Assistant Principal: Charles Amera
Enrollment: 551
Grades: 6-8

Contact and Resource Persons

Gjeruld T. Thompson, Principal
John Penn, I.G.E. Coordinator
Jody Thrush, Department Coordinator, Foreign Language

Materials

Teacher Advisor Folders
We Agree Statements

Most Interesting Features

Basic skills programs are part of the math, reading and language arts curriculum at Winnequah. Team teaching is utilized as an instructional approach in grades 6-8. Grade 6 is divided into two teams of 90 students each. Grade 7 and 8 are divided into interdisciplinary teams (math, science, language arts, social studies). All teams have the same students in common. In grade 6, the Wisconsin Design for Reading, the Developmental Math Program and an objective based science approach are used to meet individual student needs. Additionally, the eighth grade social studies program employs objective based instruction. The guidance area and the comprehensive reading/language arts program which involves all disciplines rate as outstanding according to Principal Thompson.

Teachers at Winnequah meet daily with students in an advisor/advisee relationship to plan course work, monitor progress and assist in scheduling. The program is enhanced through the volunteer Red Cross tutors who instruct students in such areas as teaching swimming to the handicapped and training nursing home readers. Other students tutor the TMR class at Winnequah (TMR students range in age from 16 - 20) and primary students at Maywood Elementary School.

Decisions involving intra-building issues are resolved by the total staff following a "we agree" process developed with the assistance of the University of Wisconsin Research and Development Center's IGE component.

Features Checklist: WINNEQUAH MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters?	Yes_X_ No__
Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters?	Yes_X_ No__
Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies?	Yes_X_ No__
Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students?	Yes_X_ No__
Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students?	Yes_X_ No__
Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student?	Yes_X_ No__
Have minimum competency objectives and programs been established in basic skill areas such as reading and math?	Yes_X_ No__
Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8?	Yes__ No_X_
Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students?	Yes_X_ No__
Does your school have an organized career education program?	Yes_X_ No_X_
Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor?	Yes__ No_X_
Do all the teachers participate during the school year in a staff development program that is based on a needs assessment?	Yes_X_ No__
Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay?	Yes_X_ No__

School:
WINTERHALTER MIDDLE SCHOOL
12121 Broadstreet
Detroit, Michigan 48204

Principal: Herman Carroll
Assistant Principal: Melvin Seidman
Enrollment: 1050
Grades: 6 - 8

Contact and Resource Persons

Herman Carroll - Principal
Melvin Seidman - Assistant Principal & Facilitator

Materials

Teacher's handbook - single copies of our organization are available.

Most Interesting Features

Winterhalter Middle School was faced with a challenge in September 1975. The challenge was to convert from a junior high to a middle school by February, 1976. Between September and December, 1975, our staff did a great deal of research pertaining to the middle school. During that period, we were introduced to IGE. In December, seven staff members attended a ten-day clinic. The trained staff returned to the school completely enthused about IGE. The trained personnel were so enthused that we held our "We Agree" in February, 1976, and accepted the 35 outcomes provided for.

At the time we piloted IGE (February '76), our school population was approximately 1,000 6th, 7th, and 8th graders, plus 50 special education students. We also had thirty teachers, three administrative unit heads, three counselors, a principal, and an assistant principal. We divided the school into six learning communities and arranged a common preparation period for the academic teachers in each community. Students were programmed in some communities by their academic skill development, while other communities maintained a traditional program.

Features Checklist: WINTERHALTER MIDDLE SCHOOL

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No ___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes ___ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No ___

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes ___ No X

Are the course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No ___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No ___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No ___

Do students take accelerated work as soon as they are ready to do so, e.g., Algebra 1 in Grade 7 or 8? Yes ___ No X

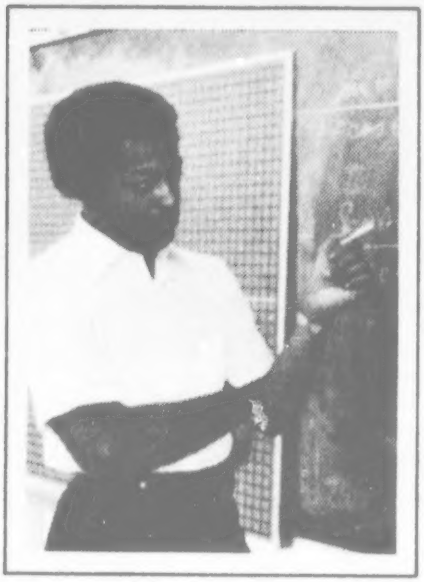
Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No ___

Does your school have an organized career education program? Yes X No ___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No ___

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No ___

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes ___ No X



Senior High Schools

COLLEGE INFORMATION
CAREER

School:

AMES SENIOR HIGH SCHOOL
20th & Ridgewood
Ames, Iowa 50010

Principal: Dr. Ralph Farrar
Assistant Principal: Barbara Alvord & William C. Ripp
Enrollment: 1,400
Grades: 10 - 12

Contact and Resource Persons

Dr. Ralph Farrar, Principal
Barbara Alvord, Assistant Principal
William C. Ripp, Assistant Principal

Materials

Most Interesting Features

Ames High School features a wide variety of optional programs besides the traditional daytime credit programs followed by the majority of students. These optional programs are organized into two main groups: Work-Related Options and Special Education Options.

Ames defines optional programs as programs where there may be variation in time of classes, place of classes or educational experiences, and/or instructional approaches. Almost all optional programs are individually planned so that students may earn credits toward a high school diploma in a variety of ways. In appropriate cases, the chosen option to the Ames High School diploma is the Special Needs diploma, the Work-Study diploma, or the General Education diploma.

Features Checklist: AMES SENIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No_X_

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No_X_

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No_X_

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School: CEDARBURG HIGH SCHOOL
W68N611 N. Evergreen Boulevard
Cedarburg, Wisconsin 53012
414-377-6030
Principal: Raymond H. Behnke
Assistant Principal: Jerry D. Thomas
Enrollment: 1350
Grades: 9-12

Contact and Resource Persons

Ray Behnke, Principal
Douglas Giffin, STAE School Coordinator
Jerry Thomas, PACE School Coordinator

Materials

Brief mimeographed descriptions of STAE and PACE schools, free

Most Interesting Features

We have three schools within the larger school. One school is the basic skills school, called STAE, which focuses on career education and the academic areas of English, mathematics, social studies, science, and reading. Team teaching is done and the enrollment ceiling in the basic skills program is 30 students at each grade, starting in Grade 9.

The second school is a continuous progress school, called PACE. Here there are 100 students per Instruction and Advisory Unit. Academic teams in English, mathematics, social studies, and science provide the instruction to the 100 students of each unit of Grades 9 and 10. In Grades 11 and 12, English and social studies are required and teams in these areas are projected. The students decide if they wish to be in the continuous progress program. In both the basic skills STAE school and the continuous progress PACE school, each teacher serves as an advisor to part of the students.

The third school is traditional and there are traditional classes at all grades, more in Grades 11 and 12 than in Grades 9 and 10.

We are in the process of developing a schoolwide system of objective-based instruction. The staff is currently identifying minimum competencies in certain subjects which students eventually will need to meet in order to graduate.

Features Checklist: CEDARBURG HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes X No __

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes __ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No __

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes __ No X

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes __ No X

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No __

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No __

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No __

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes __ No X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School:

CENTENNIAL SENIOR HIGH SCHOOL
2606 North Central Avenue
Compton, CA 90222

Principal: Willard McCrumby, Jr.
Assistant Principal: Maple J. Cornwell, James F. Cathey, Mary C. Gibbings
Enrollment: 1,639
Grades: 10 - 12

Contact and Resource Persons

Maple J. Cornwell, Assistant Principal, Curriculum
Willard McCrumby, Jr., Principal
Dr. Gus Poole, Title I Project Manager

Materials

Most Interesting Features

Using the theme, "We can make the difference," the Centennial Senior High School staff decided on being supportive toward our students by trying a positive approach in building up their self-esteem.

Centennial Senior High School is the center of a community defined by attendance boundaries. The student body is almost entirely black (at least 98%) with approximately 1 1/2% Mexican American and 1/2% white. The socioeconomic group is largely one of semi-skilled and skilled laborers. There are more than an average number of welfare cases, students from broken homes, and students living with people other than their own parents.

The school has several academically-integrated programs, each of which is structured to affect improved quality education, and collectively, to serve the academic, vocational, and social needs of its students. In addition to the regular school curriculum, the various programs include the MGM Program for gifted students, the VEA Program, the ROP Program, the Work Experience Program, the Title I Program, the Universal Med-Cor Program, and the OTR Program.

Approximately twenty Centennial High 10th graders who have hopes of embarking on medically-related careers participate in the Compton Unified School District Universal Med-Cor Magnet Program. Implemented on Compton Community College Campus, this specialized program provides basic instruction in medically-oriented academic subjects as well as practical field experience in hospitals. The program is monitored by the University of Southern California and has participating students from other high schools in Compton Unified School District and from a number of neighboring school districts.

The entire Centennial High School staff, under the direction of Principal Willard McCrumby, share in a dedicated commitment to ensure success of the aforementioned components as a part of the total school program, and feel confident that their continual and relentless efforts will contribute measurably toward achieving the desired end of the school's 78-79 motto, "the difference that makes the difference" in the ultimate success of the students.

Features Checklist: CENTENNIAL SENIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No_x_

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_x_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes_X_ No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes__ No_X_

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes_X_ No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School: CHALMETTE HIGH SCHOOL
1100 East Judge Perez Drive
Chalmette, Louisiana 70043
(504) 271-4506
Principal: Wayne Warner
Assistant Principal: Betty Moody
Enrollment: 1450
Grades: 9-12

Contact and Resource Persons

Wayne Warner, Principal
Betty Moody, Assistant Principal

Materials

Curriculum guides containing course descriptions and behavioral objectives are available. Write to Mr. Robert Scafidel, St. Bernard Parish School Board, East Chalmette Circle, Chalmette, LA 70043, for price list.

Most Interesting Features

Continuous progress. A curriculum guide has been developed by the teachers for each subject area. Each guide contains philosophy, scope and sequence, course descriptions and performance objectives. A student must complete the course objectives in order to receive credit. A student moves through a course at the rate commensurate with his ability. A pupil's in-school time is spent in three types of settings: large group, small group and individual study.

Differentiated staffing. Paraprofessionals classified as general or clerical aides perform many auxiliary duties for teachers.

Teacher advisor. Most teachers serve as teacher advisors. The TA knows and responds to each student in his group individually in both the school and community setting relating as a liason between the home and the school. One hour each day is set aside for the teacher advisor to work with advisees either as individuals or in a group.

Individualized daily student schedule. The student can arrange his time in any way appropriate to his needs and interests as long as he has his teacher advisor's approval. With few exceptions, a student may participate in any subject at any time of the day.

Features Checklist: CHALMETTE HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No_X_

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes__ No_X_

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No_X_

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No_X_

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No_X_

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No_X_

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes__ No_X_

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes__ No__
Some summers _X_

School:

Clovis West High School
1070 E. Teague Avenue
Fresno, CA 93710

Principal: Roger Oraze
Assistant Principal: Thomas Crow, Ph. D.
Enrollment: 1979-80 enrollment approximately 1,600
Grades: 9 - 12

Contact and Resource Persons

Roger Oraze, Principal
Floyd Buchanan, Ed. D., District Superintendent
Peter Mehas, Associate Superintendent
Kent Bishop, Assistant Superintendent

Materials

Some selected learning materials are available through departments at this time.

Most Interesting Features

The 1979-80 school year will be our first full year with a 9-12 grade structure and a graduating class. The school site was opened in the fall, 1976, serving the 7-9 grades, with the expansion of the school's program each succeeding year. The Principal and Deputy Principal serve as a leadership team for the school. The Principal is ultimately accountable for the school's performance, making the final personnel decisions, setting school policies, and coordinating the needs and interests of the various groups the school serves. The Deputy Principal serves as the plant manager, directly overseeing the classified staff, operating the school on a day to day basis, overseeing the co-curricular program, and serving as a resource person to the certified staff.

Four Learning Directors (L.D.s) serve as "mini-principals" for each of our school Clusters: Liberal Arts, Performing Arts, Math/Science, and Vocational Education. The L.D.s each have counseling services attached to their Cluster and, as a team, provide the full range of dean/counseling services needed by their fourth of our overall student body. The L.D. also oversees the curricular programs and staff selection/evaluation for his area.

Our intention is to personalize education for our students and to offer a full range of curricular and co-curricular activities. One distinguishing aspect is the use of teacher-counselors in some of our Clusters, where a teacher devotes one-third of his/her work day to regular counseling services. The choice of a full time counselor or teacher/counselor equivalents rests with the L.D. for the Cluster.

Features Checklist: CLOVIS WEST HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes X No ___

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No ___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No ___

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No ___

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes ___ No X

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No ___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No ___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No ___

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No ___

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No ___

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No ___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes ___ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes ___ No X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No ___

School:

Community High School
401 North Division
Ann Arbor, Michigan 48104

Principal: Connie Jo Craft
Assistant Principal: Elizabeth Gray
Enrollment: 375
Grades: 9 - 12

Contact and Resource Persons

Connie Jo Craft, Dean
Elizabeth Gray, Assistant Dean
John Bayerl, Counselor
Peggy Taylor, Coordinator, Community Resources

Materials

Brochure, free

Most Interesting Features

Community Resources

- Occupational exploration
- Interest exploration
- Short term work experience
- Optional learning styles
  - Hands-on activities
  - Individual tutoring
  - Small group work
  - Direct social service
- Curriculum expansion: elective, academics
- Acknowledgement of special activities that are important to the students' extra-curricular activities
- Dual enrollment at universities
- Summer credit
- Credit for unusual circumstances (sabbaticals, COPE, hospitalization, Continuing Education, etc.)

Component Concept

DaVinci: As its name implies, the DaVinci Program broadens the curriculum of the whole school. Students may select this program as their base, or use its courses to enrich the programs of other components.

Triangle: The Triangle component's three goals are academic competence, life skills, and career exploration. Each Triangle student, with a teacher, will assess his or her math, reading and writing abilities and interests as the basis for planning a learning program that meets district graduation requirements.

Fine Arts: The Fine Arts component is for students and staff who are focusing on the arts--theater, art, vocal and instrumental music, dance, film, video, crafts.

John Holt: The students will attend class and related experiences 10 hours per week. Most of this time will be spent learning how to learn, i.e., developing an awareness of what I want to learn; identifying the resources needed; finding the resources; learning how to use the resources; using the resources; and finally evaluating the results.

Features Checklist: COMMUNITY HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator leading each school? Yes__ No X

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No X

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes__ No X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes__ No X

School:

J. A. Craig Senior High School
401 South Randall Avenue
Janesville, Wisconsin 53545

Principal: W. T. McBay
Assistant Principal: Dalton D. Schoening and Patrick Brooks
Enrollment: 1,659
Grades: 10-12

Contact and Resource Persons

W. T. McBay, Principal

Materials

Individual teacher hand-outs and assignments geared to each student's capabilities.

Most Interesting Features

The disciplines have initiated programs whereby students may progress at a rate determined by the student himself with the consent of the subject instructor. In some areas, students who have satisfactorily completed agreed-upon objectives may be excused from attending classes.

Features Checklist: J.A. CRAIG SENIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ NoX

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? YesX No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ NoX

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ NoX

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? YesX No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? YesX No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? YesX No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? YesX No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? YesX No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? YesX No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? YesX No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? YesX No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? YesX No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? YesX No__

School:

Granite Falls High School
450 9th Avenue
Granite Falls, MN 56241
Principal: Douglas McCoss
Assistant Principal: Michael Flynn
Enrollment: 508
Grades: 7 - 12

Contact and Resource Persons

Douglas McCoss, Principal
Richard Gildersleeve, Instructional Leader - English Department

Materials

Brief mimeograph materials on advisory program
Sample On-Job-Training plan
Jr. High Block Math Skill

Most Interesting Features

Jr. High Block program - Math application, math skills, language arts, social studies, science, and reading instruction - five teachers.

Extensive Vocational Course program - six different work programs.

Required plus elective program in Senior High (10-12).

Features Checklist: GRANITE FALLS HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes X No__

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ No X

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No X

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes__ No X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School:

HENRY T. GUNDERSON SENIOR HIGH SCHOOL
622 Gaundabert Lane
San Jose, CA 95136

Principal: Ralph H. Sleight
Assistant Principal: Charles Benjamin, Patricia Cabral, Norris Hill
Enrollment: 1,400
Grades: 10 - 12

Contact and Resource Persons

Ralph Sleight, Principal
Pat Cabral, Staff Development
Carolyn Kelso, Advisory
Frank Santos, CUBE Coordinator (17 Day Courses)
Charles Benjamin, School Improvement Program
Lou Wolner, Integrated Independent Study Program
Norris Hill, School and Community Services

Materials

School Site Council, Gunderson Program Improvement Council, Gunderson Plan

Most Interesting Features

Advisory: Each certificated person has 20 students to advise.

Organization: Organized into three units each with a principal and counseling staff and cross section of faculty. Little difference in units at this point.

School Improvement Program: We are in second year of implementation of State program to improve education. This involves inclusion of parents, students, and teachers in a School Site Council, staff development, alternative programs, community based education, competency identification and teaching, too.

Writing Lab

Math/Science Lab

Reading Lab

Curriculum development plan for continuous improvement

Seventeen-day, one unit courses (81)

Features Checklist: HENRY T. GUNDERSON SENIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes_X_ No__

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No_X_

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes__ No_X_

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes__ No_X_

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes_X_ No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School:

HOOD RIVER VALLEY HIGH SCHOOL
1220 Indian Creek Road
Hood River, Oregon 97031
Principal: Charles S. Bowe
Assistant Principal: Earl D. Fowler, Harvey Hazen
Enrollment: 736
Grades: 10 - 12

Contact and Resource Persons

Charles S. Bowe, Principal

Materials

Sample Cluster Outline, $2.50
Sample Unit Outline, $1.00
Job Descriptions and Procedures, $10.00

Most Interesting Features

The teachers and administrators of this school have spent the past 9 years implementing a highly individualized program of instruction which features continuous progress learning. Simply stated, this means as rapidly as a student demonstrates they have learned the subject matter specified, he/she may progress to the next level of learning. This program was developed through a staff involvement process which enables us to analyze our past practices and attempt to find ways to improve on those we felt were inadequate.

Perhaps the most exciting feature of our program is the method in which we have individualized our curriculum to meet the unique needs of each individual. Each learning concept is developed into a learning unit with performance objectives specified. Based upon each student's diagnosed needs, a teacher/advisor or guide helps the student select learning units which help meet their needs. With help from counselors, each student selects a career cluster which is the framework upon which the student selects learning units. A cluster covers a family of related occupations and helps give relevance to courses of study taken in high school.

Our program illustrates there is more than one way of accomplishing the goals of IGE. Some features which are most interesting include the teacher/advisor program or the guide program, and an in-house computer assisted recordkeeping system which makes the recordkeeping load easier for each teacher.

The student in this program may earn a great deal of freedom and many choices based on responsible performance. Provision is made for students to graduate upon completion of the required units. There is also provision for students to go beyond the minimums and enter into an honors program. Part time school and part time work is also an option for those who have demonstrated top performance. This school also has a work experience program where students may gain job experience and receive pay and credit in the process.

Features Checklist: HOOD RIVER VALLEY HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No_X_

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No_X_

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes_X_ No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School:
IRVINE HIGH SCHOOL
4321 Walnut Avenue
Irvine, California 92714

Principal: Dr. Dean Waldfogel
Assistant Principal: Greg Cops, Phil Hall & Leah Laule
Enrollment: 1,750
Grades: 9 - 12

Contact and Resource Persons

Paul Gussman, Dissemination Coordinator

Materials

Brochure listing available materials, free.

Most Interesting Features

Philosophically, Irvine High School strongly believes in an individualized, humanistic approach to our learning program.

The Program Improvement Council, (School Site Council), composed of administrators, students, parents, and staff, (classified as well as certificated), serves as the school's primary decision-making body. It has responsibility for long-range planning, adoption of new programs and on-going needs assessments. Among the programs that have been implemented are:

*Competency-Based Instruction in math, English, and living skills.

*Community-Based Instruction

*Advisement program.

*Career Education Program, called L.I.F.E. (Looking Into Future Experiences).

Organizationally, Irvine's staff is divided into three units of approximately 25 - 30 teachers, each with a counselor and administrator. Each staff member (and some volunteer classified people) has an advisement group. The Advisement Program represents the foundation of the management system and is based on the belief that every student needs at least one adult on campus who knows him well. Each advisor has primary responsibility for assisting and developing each student's educational plan and acting as a liaison between the school and the parents regarding student achievement and personal development.

The Competency-Based Instructional Program in English and math utilizes the concepts of mastery learning which provide for on-going monitoring and a system of corrective instruction for those who do not initially master individual competencies. Each student must demonstrate mastery of certain minimum proficiencies in reading, writing, and comprehension prior to graduation. Along similar lines, Competency-Based Instruction occurs in other curricular areas; e.g., biology, photography, social science, ceramics, foreign language, etc.

Features Checklist: IRVINE HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes___ No_X_

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No___

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes___ No_X_

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No___

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No___

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No___

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes___ No_X_

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No___

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes___ No_X_

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No___

School:

Madison East High School
2222 East Washington Avenue
Madison, Wisconsin 53704

Principal: Dale Watt

Assistant Principal: Douglas Mullen, Darlene Hancock, Robert Reif, Louis Swedarsky

Enrollment: 2,274

Grades: 9 - 12

Contact and Resource Persons

Dale Watt, Principal
Douglas Mullen, Darlene Hancock, Robert Reif, Louis Swedarsky, Assistant Principals
Shirley Jane Kaub, Career Education Coordinator
Any other professional staff members where subject is appropriate to situation.

Materials

Course catalogs, student handbooks, information sheets, Parent Newsletters, and other materials at no specific charge.

Most Interesting Features

Madison East High School is a comprehensive high school offering a wide range of curriculum offerings and alternative programs. Over 25 different courses are available in the curriculum. In addition, special alternative programs have been developed for students who do not perform well in a traditional program. These special alternative programs not only deal with students who have special learning needs but with students who have attendance problems. East High School has a broadly based special education program that deals with a variety of learning and emotional needs of approximately 160 students. Experience based learning is a definite feature of the educational program at Madison East High School. Madison East High School has the only agriculture program in the city for high school students. All in all, Madison East High School offers a broad range of learning opportunities with flexibility to meet the unique learning needs of individual students found in a diverse student population. The school goal is to work toward making a good high school even better in the future.

Features Checklist: MADISON EAST HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes __ No X

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No __

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No __

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No __

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No __

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No __

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No __

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No __

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No __

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No __

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No __

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes __ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No __

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No __

School:

JAMES MADISON MEMORIAL HIGH SCHOOL
201 South Gammon Road
Madison, WI 53717

Principal: Richard O. Schafer
Assistant Principal: Charles Ellis, Harold Rebholz, Mark Weiss, John Olson
Enrollment: 2,048
Grades: 9 - 12

Contact and Resource Persons

Richard O. Schafer, Principal

Materials

Most Interesting Features

Our student government system is organized in an advisory structure similar to the one described above and involves about the same number of students.

As a result of a needs assessment, basic skills have received a great deal of attention during the past 5 years. Interesting programs have resulted in curriculum revision along with the return to a more traditional but flexible structure. We emphasize that our most basic skill is life and living, thus, my commitment to health and physical education programs is a number one curriculum priority. Because of this, 4 years ago, we instituted the graduation requirement of successful completion of Health. This year, we have developed a new course called Living and Loving Through Health, Fitness, and Aerobics. Emphasis is on nutrition, physical fitness, dealing with stress, self-responsibility, environmental sensitivity. Our staff has shown an interest in the area of wellness; we have developed a wellness program with a high percentage participating in personal programs.

Our in-service programs this past year and one-half have dealt with human relations, sexism, and a wellness education on the 5 topics mentioned in Ardell's book, "High Level Wellness." All topics have been selected and developed through our shared decision-making structure. At present, our in-service programs in wellness are receiving wide-spread recognition.

Instructional improvement and teacher evaluation have received a great deal of emphasis and continue to be a management contract item with each of the 5 principals. This insures that all staff receive as near equal treatment in the procedures as possible. Fifty percent of all faculty are evaluated each year with the 5 principals being evaluated by the staff on a yearly basis.

We are presently working with students, parents, graduates and faculty to develop a plan for the high school of the future. We hope this will result in some exciting changes.

Features Checklist: JAMES MADISON MEMORIAL HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes X No__

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes__ No X

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ No X

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School:

Mariner High School
3551 McKnight Road
White Bear Lake, MN 55110
Principal: Conrad "Tim" Rummel
Assistant Principal: Charles L. Whitcome
Enrollment: 1,100
Grades: 10-12

Contact and Resource Persons

Tim Rummel, Principal
Charles Whitcome, Assistant Principal
Roger Storkamp, Coordinator, Evening School

Materials

Brief descriptions of Mariner program and organization

Most Interesting Features

Mariner High School is a school which combines several components into a unique program. These components are: interdisciplinary courses; non-graded grouping of students; flexible, variable schedule; advisor/ advisee program; Resource Assistance Program to support students who are largely mainstreamed; shared decision-making within school; extension course offerings; elected community advisory council; and active student government. The components have been in existence for seven years at Mariner. They have been adjusted to the changing emphasis of several Boards of Education. In addition, the program exists within a district that is experiencing enrollment decline and the accompanying reduction of staff and budget.

The school also contains an evening school program for students who have dropped out of senior high school. This program enrolls approximately 60 students in a vocational program that permits students to return to school.

Features Checklist: MARINER HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No X

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ No X

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes__ No X

School: MARINER HIGH SCHOOL
200 - 120th S.W.
Everett, WA 98204
206-355-6222
Principal: Donald H. Torrey
Assistant Principal: Jack Campbell
Enrollment: 1575
Grades: 9-12

Contact and Resource Persons

Donald H. Torrey, Principal
Jack Campbell, Assistant Principal
Jean Boris, Administrative Assistant

Materials

Brief mimeographed descriptions of various school programs, free

Most Interesting Features

Every course offered at Mariner is divided into sub-clusters of related learning objectives, called levels, making up a 30 week course. Courses are arranged, by levels, on a critical path network (CPN) showing the learning sequence by which levels must be learned. The CPN shows the dependent and independent nature of the clusters of learning objectives for the total course.

Mariner holds students accountable, through competency examinations, for the course material and not for the amount of time it takes a student to learn the material. Extra time and help is provided to the students through our Learning Support Center (LSC). The LSC is staffed by a professional and para-professionals responsible for meeting the needs of students who have difficulty with an area of study. The material may be re-structured to meet the student's needs.

Our teachers and students are not adversaries of each other. Grades are not given. Teachers cannot threaten students with failure or a poor grade if the student does not do the work. Likewise, the student cannot average poor and good work to pass a class. All the teacher can do is help the student to learn and to re-structure the learning environment for the student.

Mariner has an advisor-advisee program. Advisors become personally involved with students by being with them for four years. A major goal of each advisor is to be an educational advisor, helping advisees learn as much as they can.

A major reward structure occurs during the last six weeks of the school year. Many educational opportunities such as sailing, hiking, Chaucer, Beowolf, astronomy, and calculus are offered to the students through mini-term. For students who have not been able to complete all of their regular classes, mini-term allows an opportunity for completion and mastery. It is also an incentive to finish classes because of the many different subjects offered that are desired by the students. Mini-term is a time to grow, a time to learn, a time to explore, a time to enrich one's life, and of course, a time to review those concepts that eluded the student during the school year.

Features Checklist: MARINER HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No_X

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes_X_ No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes_X_ No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes_X_ No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No_X

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes__ No_X

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School: McCLUER NORTH HIGH SCHOOL
705 Waterford Drive
Florissant, MO 63033
314-595-2300
Principal: Bill R. Hampton
Assistant Principal: Martin Tempel, Dolores Graham, Larry Kreyling, Carl Jason
Enrollment: 2000
Grades: 10 - 12

Contact and Resource Persons

Bill Hampton and Assistant Principals

Materials

Advisement Calendars, Implementation Guide (Charge)
Write to principal for information.

Most Interesting Features

The Individual Advisement System is highly organized. All professional personnel spend two hours weekly in a counseling/advisement center conducting individual or small-group conferences. Program planning, self-assessment and career/college planning are the key activities. Parent involvement is an essential feature. Counselors have redefined their roles to complement advisement; basically their roles are based on preventive counseling strategies.

Out-of-school learning options using over 300 community sponsors or agencies give students great flexibility in program planning including opportunities to do in-depth career investigations as intern learners.

Decision making structure allows broad participation of faculty and students.

Features Checklist: McCLUER NORTH HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No X

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School:

Middletown High School South
501 Nut Swamp Road
Middletown, NJ 07748
Principal: Dennis M. Jackson
Assistant Principal: John Dowling, Carol Moremen
Enrollment: 1,450
Grades: 10 - 12

Contact and Resource Persons

Materials

Most Interesting Features

Middletown South is an open space school in its third year of operation. The school is divided into two "houses;" each house provides administrative and guidance services, along with course offerings in history, English, and some foreign languages. Within each house there are sub-groups of interdisciplinary units. Interdisciplinary cross-grade (11-12) teaching occurs in English and social studies. Single disciplinary teaming takes place in English and reading.

Middletown South employes a basic skills program in reading and mathematics. The school also utilizes objective-based instruction in various courses of study. In certain courses, students negotiate contracts with their teachers. These contracts incorporate mastery of specific objectives and involvement in other learning activities. Independent study is another instructional technique often used.

Features Checklist: MIDDLETOWN HIGH SCHOOL SOUTH

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes_X_ No__

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes_X_ No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No_X_

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes_X_ No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes__ No_X_

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes_X_ No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes_X_ No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes_X_ No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes_X_ No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No_X_

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes_X_ No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes_X_ No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes_X_ No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes_X_ No__

School: NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
Route 31
Annandale, New Jersey 08801
201-735-5191

Principal:	Joseph Mammana	William Conwell
Assistant Principal:	Barbara Hyde	Carl Morrison
Enrollment:	1850	1200
Grades:	9-12	9-12

Contact and Resource Persons

Olga Kupczak, Project Disseminator

Materials

Multi-Unit High School Manuals: This set of eight manuals describes the operations of the project from different perspectives. (set - $36.00)
Color and Sound Filmstrip ($24.00) Two brochures (free) Poster ($5.00)

Most Interesting Features

The Multi-Unit High School as created by North Hunterdon and Voorhees is a three phase program which integrates, mini-schools called learning communities, a multi-elective system, and resource centers or mini-libraries. These complementary systems make the high schools responsive to students' perceived needs, assessed needs, human development needs, and career requirements.

Learning communities offer students personalized classroom instruction, an interdisciplinary approach to subjects and planned activities after school. While receiving small group instruction in a community, the students have the advantages of using the resources of a large school system.

The communities range in size from 25-125 students with similar interests. With their four teachers and guidance counselor, the students play an important role in the decision making processes of operating the learning communities. The courses are designed around the students' general interests and also ensure that a basic education in English, math, science, and history is received.

There are twenty-two learning communities presently existing in the district: 2 Fine and Applied Arts Teams, 11 Freshman Teams, 2 General Education Teams, 1 Liberal Arts Team, 3 Math Science Teams, 1 Philosophical Foundation Team, 1 Human Perceptions Team, 1 Vocational Education Team

Complementing the learning communities are 300 elective courses. These courses are selected by students with the help of teachers, parents, and guidance counselors. Basic skills courses are emphasized in forming a schedule. These courses are then supplemented with enrichment studies. Students are taught to apply themselves in ways that will make them successful in either their future academic, or vocationa careers, and allow them to deal with the everyday problems they will encounter.

Features Checklist: NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
North Hunterdon High School/Voorhees High School

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school?	Yes X No __
Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters?	Yes X No __
Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters?	Yes X No __
Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies?	Yes X No __
Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students?	Yes X No __
Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students?	Yes X No __
Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student?	Yes X No __
Have minimum competency objectives and programs been established in basic skill areas such as reading and math?	Yes X No __
Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10?	Yes X No __
Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students?	Yes X No __
Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both?	Yes X No __
Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor?	Yes X No __
Do all the teachers participate during the school year in a staff development program that is based on a needs assessment?	Yes X No __
Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay?	Yes X No __

School:

George S. Parker Senior High School
3125 Mineral Point Avenue
Janesville, WI 53545

Principal: Hugh D. Horswill
Assistant Principal: Joel Moore, William Reis
Enrollment: 1,732
Grades: 10 - 12

Contact and Resource Persons

Hugh D. Horswill, Principal
Joel Moore, Assistant Principal
William Reis, Assistant Principal
Susan Dransfield, Communications
Richard Klipstine, Biology, Audio-Tutorial
Edwin Timmer, School-Within-A-School

Materials

Brief mimeographed descriptions of Communications, Audio-Tutorial Biology, and School-Within-A-School, free.

Most Interesting Features

Communications is a year-long course which fulfills the sophomore English requirement at Parker High School. It is taught by a team of six teachers and an instructional aide. Student teachers are occasionally incorporated into the program as well.

During the first week and a half of the school year, students meet in large groups of about a hundred. At this time they are assigned to write an essay or a story which is then evaluated by the teachers according to criteria which have been devised over a period of years. Students are also given tests, constructed by the teachers, on basic principles of grammar and usage and vocabulary, and they are given an opportunity to express their own opinions of their writing and to fill the teachers in on their backgrounds in English through a questionnaire and an in-class essay. Written responses to questions regarding a film shown in class illustrate students' abilities to draw generalizations from source material. Because composition is stressed heavily in the Communications course, the placement instruments are aimed primarily at demonstrating the student's facility in expressing himself in writing and his mastery of various skills in composition and related areas. This is, then, a type of ability grouping, but it is not based on IQ, past grades, or standardized test scores. Rather, it is determined by the student's performance on the types of exercises he will be expected to do in class.

On the basis of their performance on these tests, students are assigned to individual classes. Some classes deal with very fundamental skills while others are quite advanced.

Features Checklist: GEORGE S. PARKER SENIOR HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes X No ___

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No ___

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No ___

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No ___

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No ___

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No ___

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No ___

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes ___ No X

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No ___

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes X No ___

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No ___

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No ___

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No ___

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No ___

School:

Shaw High School
15320 Euclid Avenue
East Cleveland, Ohio 44112

Principal: Selma Gamble
Assistant Principal: Stephen J. Lloyd
Enrollment: 2,700
Grades: 9 - 12

Contact and Resource Persons

Selma Gamble, Principal
Judy Kirman, Curriculum Specialist

Materials

Program description and over-view of each school, free.

Most Interesting Features

The eleventh grade is organized in such a way that the students are able to major or specialize in an area of interest. They are able to enroll in one of five schools: Fine Arts, Humanities, Math-Science, Practical Arts and Vocational. The Vocational School, in which approximately one-half of the eleventh and twelfth graders are enrolled, is already operating under its own structure. The other four schools operate within a structure that contains a three-period, interdisciplinary core course, which all students enrolled in a particular school are required to take, and a series of elective courses in which any student may enroll.

The core course in each school is one which the disciplines within that school develop around a common theme or themes. The course is a combining of the departments represented in each school to assist the student first in relating the facts and concepts he has acquired to date and which he will acquire within this course and then in applying them. This core course offers students a new perspective on learning - one in which they are actively involved. Students receive three credits for this course, which is taught by three teachers within a time block of approximately 150 minutes. Curriculum guides which incorporate the interdisciplinary approach have been developed for each school.

Because students may enroll in the school of their choice, several ability levels may be present in the core course. This, then, makes individualization an important component of this proposal. Each core course is designed to accomodate the varied learning levels and styles of the students. In this way, the heterogeneous grouping begun in grades nine and ten is continued, and all students are able to investigate their fields of interest.

In addition to his "school" choice, each student will select three electives. It is here where students will elect specialized courses such as physiology, calculus, foreign language, electronics, twentieth-century world problems and shorthand.

Features Checklist: SHAW HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes X No__

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes__ No X

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes X No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes__ No X

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes__ No X

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes__ No X

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No X

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No X

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School: ST. GERARD REGIONAL HIGH SCHOOL
521 South New Braunfels
San Antonio, Texas 78203

Principal: Sister Carol Gelder, SSND
Assistant Principal:
Enrollment: 405
Grades: 9 - 12

Contact and Resource Persons

Sister Karen Doyle, SSND, Curriculum Coordinator
Mr. Pete Padron
Mr. Craig Koett
Mr. George A. Pasterchick, Dean of Students

Materials

Student Handbook containing philosophy, objectives, policies and course descriptions, $1.00.

Most Interesting Features

We use a modular schedule as a base for operating blocked classes, independent study programs, and education by appointment. Areas of study are individualized to meet student learning styles and continuous progress in all subject areas. Remedial reading and remedial math and science are structured for consistency.

We operate on a 10-day cycle, days A through J. Most classes are scheduled a minimum of 6 times throughout the cycle. Other days and times are used for research, resource, field trips and appointments for extra classes. Every Day "A", students meet in small groups for accountability sessions with an assigned teacher. The student's performance is monitored every ten days. The student has the option, in some cases, to choose his/her accountability teacher.

Testing centers are utilized so teachers will have more class time for instruction. The math department has a separate testing area. All other departments file test materials for each course with main testing center.

School-wide evaluation is done by the entire faculty every spring. Processes used and areas to be evaluated are determined by the administration, faculty, students, and parents.

Features Checklist: ST. GERARD REGIONAL HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No x

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes x No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes x No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes x No__

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes x No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes x No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes x No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes x No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes x No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes x No__

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes x No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes__ No x

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes x No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes x No__

School: WESTSIDE HIGH SCHOOL
8701 Pacific Street
Omaha, Nebraska 68114
402-391-1266
Principal: James A. Tangdall
Assistant Principal: James E. Findley
Enrollment: 2150
Grades: 10-12

Contact and Resource Persons

Jim Findley, Vice-Principal - Minimum Competencies
Ron Crampton - Chemistry

Materials

Minimum competency packet which includes descriptions of each competency - ($5.00 per packet)

Most Interesting Features

Westside High School has minimum competency graduation requirements. Students are required to pass written or oral tests in reading, writing, speaking, mathematics, consumerism, the democratic process, and problem solving. These competencies were implemented in 1974 with the first graduating class in 1977.

An exciting team-teaching, peer learning approach is used in the "Chemistry with Physics" class at Westside. This is a college prep chemistry course which has a reputation for being both academic and exciting. Large numbers of students take it each year as an elective. Follow up studies find it to be rated very high by graduates.

Features Checklist: WESTSIDE HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school? Yes__ No X

Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters? Yes X No__

Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters? Yes X No__

Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies? Yes__ No X

Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students? Yes X No__

Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students? Yes X No__

Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student? Yes X No__

Have minimum competency objectives and programs been established in basic skill areas such as reading and math? Yes X No__

Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10? Yes X No__

Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students? Yes__ No X

Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both? Yes X No__

Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor? Yes X No__

Do all the teachers participate during the school year in a staff development program that is based on a needs assessment? Yes X No__

Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay? Yes X No__

School:

WILDE LAKE HIGH SCHOOL
5460 Trumpeter Road
Columbia, MD 21044
Principal: R. Stephen Tegarden
Assistant Principal: Donald L. Matthews
Enrollment: 981
Grades: 9 - 12

Contact and Resource Persons

Dr. R. Stephen Tegarden, Principal

Materials

MSP Materials film; Model School filmstrips available from NASSP.
Materials on teacher/advisor, discipline system, individualized instruction in file; 16mm film: School Profiles, Wilde Lake High.

Most Interesting Features

The advisor role at Wilde Lake High School has been an attempt to bring humanity into the school program. It is an effort to provide meaning to every student's high school experience and to provide contact for each student with at least one adult who knows him/her, is concerned for his/her direction, and is able to make him/her feel his/her unique worth as a significant human being. The advisor role is a unique and irreplaceable element in the total Wilde Lake program. Each teacher serves as advisor to 20-25 students.

Wilde Lake's approach to discipline is many faceted. High expectations are set for students by all staff, each student is assigned an advisor and an extraordinary number of contacts are made with parents, frequent individual conferences are held with all students, and the curriculum has been as widely diversified as possible. These efforts are geared toward the treatment of causes of inappropriate in-school behavior. However, regardless of the preventative efforts, there remain those offenses for which more serious consequences must be utilized. If an initial offense is serious enough, (i.e., fighting), or if a less serious offense, (i.e., truancy, tardiness), the reality planning concept is practiced. Ultimately, a student would be suspended from school for a violation of school rules. However, our system provides an intermediate step prior to sending a student from school. The student is taken from the school's mainstream, and placed in the Contract Room. The minimum time assigned in the Contract Room is 1 full day--a student may be assigned for several days. The student's behavior in the Contract Room is monitored. They are responsible for completing a plan for modifying the behavior which resulted in their assignment to the Contract Room. In addition, they are expected to complete the assignments for the classes they are missing.

Approximately 50% of classes offered in continuous progress or self-paced mode.

Features Checklist: WILDE LAKE HIGH SCHOOL

Is your total school organized administratively into two or more smaller schools with an assistant principal, associate principal, or other administrator heading each school?	Yes__ No X
Are teachers other than, or in addition to, department chairpersons members of a school committee or council that makes decisions regarding curriculum, instruction, staffing, advising, student conduct, or other matters?	Yes__ No X
Are students members of a school committee or council that makes decisions regarding curriculum, instruction, advising, or other matters?	Yes__ No X
Are 20% or more of the students and academic teachers organized into groups consisting of a number of students and an interdisciplinary team of teachers, e.g., 75-150 students and 3-5 teachers who are responsible for these students' instruction in some combination of two or more of the following: English, mathematics, science, and social studies?	Yes__ No X
Do most or all of the teachers serve as the academic, personal, social, and career advisors of a number of students?	Yes X No__
Are the required and elective course offerings and the related student advisement procedures arranged to meet the differing educational needs, interests, and other characteristics of the students?	Yes X No__
Do 20% or more of the teachers carry out instruction in their classes that is based on objectives and that also is adapted systematically to the differing educational needs, interests, and other characteristics of each student?	Yes X No__
Have minimum competency objectives and programs been established in basic skill areas such as reading and math?	Yes X No__
Do students take accelerated work as soon as they are ready to do so, e.g., calculus in Grade 9 or 10?	Yes X No__
Is internal evaluation carried out systematically each year by members of the school staff, not by external agencies or groups, to determine the effectiveness of the total education of the students?	Yes__ No X
Does your school have an organized school-wide work experience program that enables students to work for pay, for educational credit or experience, or for both?	Yes__ No X
Do the majority of the parents regularly participate in individual conferences with the student and the student's advisor?	Yes__ No X
Do all the teachers participate during the school year in a staff development program that is based on a needs assessment?	Yes__ No X
Do some teachers work on educational improvement activities during the summer on an extended contract basis or for additional pay?	Yes X No__

Selected References on Secondary Education

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Alphabetical List of Middle Schools and Junior High Schools

Andrews Middle School, 405 NW 3, Andrews, Texas 79714

Byers Junior High School, 150 South Pearl Street, Denver, Colorado 80209

E. F. Carpenter Middle School, 1005 Leroy Street, Nacogdoches, Texas 75961

James B. Conant Junior High School, 1135 Tullar Road, Neenah, Wisconsin 54956

Dickason School, 400 South Dickason Boulevard, Columbus, Wisconsin 53925

Edgewood Junior High School, 5100 North Edgewood Drive, St. Paul, Minnesota 55112

Edison Junior High School, 1649 South Chatham Street, Janesville, Wisconsin 53545

Glen Ridge Middle School, 235 Ridgewood Avenue, Glen Ridge, New Jersey 07028

Glenwood City Middle/Senior High School, Highway 170, Glenwood City, Wisconsin 54013

Hanley Junior High School, 951 N. Hanley Road, University City, Missouri 63130

Horace Mann Middle School, 515 Scott Street, Wausau, Wisconsin 54401

Irmo Middle School, P.O. Box 508, Irmo, South Carolina 29063

Josephine Hodgkins Junior High School, 3475 West 67th Avenue, Denver, Colorado 80221

Lombardi Junior High School, 1520 South Point Road, Green Bay, Wisconsin 54303

Martinsville East Middle School, Martinsville, Indiana 46151

McAllister Middle School, P.O. Box 631, Bay City, Texas 77414

Neptune Junior High School, Heck Avenue, Neptune, New Jersey 07753

Olle Middle School, 9200 Boone Road, Houston, Texas 77099

Oregon Junior High School, 200 North Main Street, Oregon, Wisconsin 53575

Richland Middle School, Rural Route 2, Richland Center, Wisconsin 53581

Carl Sandburg Junior High School, 855 West Hawley Street, Mundelein, Illinois 60060

Ray F. Sennett Middle School, 502 Pflaum Road, Madison, Wisconsin 53716

Steuben Middle School, 2360 North 52nd Street, Milwaukee, Wisconsin 53210

Stoughton Middle School, 220 North Street, Stoughton, Wisconsin 53589

Trotwood-Madison Junior High School, 3594 North Snyder Road, Trotwood, Ohio 45426

Viroqua Middle School, Blackhawk Drive, Viroqua, Wisconsin 54665

Webster Transitional School, W75 N624 Wauwatosa Road, Cedarburg, Wisconsin 53012

Wilson Junior High School, 3838 Orange Avenue, San Diego, California 92105

L. P. Wilson Junior High School, 599 Matianuck Avenue, Windsor, Connecticut 06095

Winnequah Middle School, 800 Greenway Road, Monona, Wisconsin 53716

Winterhalter Middle School, 12121 Broadstreet, Detroit, Michigan 48204

Alphabetical List of Senior High Schools

Ames Senior High School, 20th & Ridgewood, Ames, Iowa 50010

Cedarburg High School, W68 N611 North Evergreen Boulevard, Cedarburg, Wisconsin 53012

Centennial Senior High School, 2606 North Central Avenue, Compton, California 90222

Chalmette High School, 1100 East Judge Perez Drive, Chalmette, Louisiana 70043

Clovis West High School, 1070 East Teague Avenue, Fresno, California 93710

Community High School, 401 North Division, Ann Arbor, Michigan 48104

J. A. Craig Senior High School, 401 South Randall Avenue, Janesville, Wisconsin 53545

Granite Falls High School, 450 9th Avenue, Granite Falls, Minnesota 56241

Henry T. Gunderson Senior High School, 622 Gaundabert Lane, San Jose, California 95136

Hood River Valley High School, 1220 Indian Creek Road, Hood River, Oregon 97031

Irvine High School, 4321 Walnut Avenue, Irvine, California 92714

Madison East High School, 2222 East Washington Avenue, Madison, Wisconsin 53704

James Madison Memorial High School, 201 South Gammon Road, Madison, Wisconsin 53717

Mariner High School, 3551 McKnight Road, White Bear Lake, Minnesota 55110

Mariner High School, 200 - 120th S.W., Everett, Washington 98204

McCluer North High School, 705 Waterford Drive, Florissant, Missouri 63033

Middletown High School South, 501 Nut Swamp Road, Middletown, New Jersey 07748

North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801

George S. Parker Senior High School, 3125 Mineral Point Avenue, Janesville, Wisconsin 53545

Shaw High School, 15320 Euclid Avenue, East Cleveland, Ohio 44112

St. Gerard Regional High School, 521 South New Braunfels, San Antonio, Texas 78203

Westside High School, 8701 Pacific Street, Omaha, Nebraska 68114

Wilde Lake High School, 5460 Trumpeter Road, Columbia, Maryland 21044